Spring 2015 Michigan Summative

M-STEP Test Administration Manual (TAM)

M-Step™

Michigan Student Test of Educational Progress

Version Control

Version	Date Published	Version Description
1.0	March 17, 2015	Initial publication

Online Testing Schedule

Spring 2015 Testing Schedule for Summative Assessments

	Week Beginning																	
	2/9	2/16	2/23	3/2	3/9	3/16	3/23	3/30	4/6	4/13	4/20	4/27	5/4	5/11	5/18	5/25	6/1	6/8
Grades 5 and 8										🖥 ✏ 3 wks								
Grades 4 and 7												🖥 ✏ 3 wks						
Grades 3 and 6														🖥 ✏ 3 wks				
Grade 11										✏ 3 wks	🖥 8 wks							
MI-Access Alternate Assessments										🖥 7 wks								
College Entrance: ACT Plus Writing*				✏ 3/3 ONLY		✏ 3/17 ONLY												
Accommodations Testing				✏ 3/3 – 3/17														
Work Skills: WorkKeys*				✏ 3/4 ONLY		✏ 3/18 ONLY												
Accommodations Testing				✏ 3/4 – 3/18														
WIDA Access for ELLs	✏ 7 wks																	
WIDA Alternate Access for ELLs	✏ 7 wks																	

Online testing has the flexibility of testing **any** time during the testing window designated for each grade level. Paper and pencil tests must be administered on the dates specified for each content area in the window designated for each grade level.

*ACT Plus Writing and WorkKeys have been extended for one year. The initial testing dates for Spring 2015 are March 3rd for ACT and March 4th for WorkKeys. The makeup dates are March 17th for ACT and March 18th for WorkKeys. The accommodations testing window is March 3 –17 for ACT and March 4 – 18 for WorkKeys.

Icon Legend 🖥 Online Assessment   ✏ Paper/Pencil Assessment

Paper/Pencil Testing Schedule

Grades 3 and 6

May 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	✏ 19 ELA Day 1	✏ 20 ELA Day 2	✏ 21 Makeup - ELA	22	23
24	25 Memorial Day	✏ 26 Makeup ELA	✏ 27 MATH Day 1	✏ 28 MATH Day 2	✏ 29 Makeup any content area	30
31						

June 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	✏ 1	✏ 2	✏ 3	✏ 4	✏ 5	6
		Makeup - any content area				
7	8	9	10	11	12	13
14	15	16	17	18	19	20

Grades 4 and 7

April 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	✏ 28 ELA Day 1	✏ 29 ELA Day 2	✏ 30 Makeup ELA	1	

May 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					✏ 1 Makeup ELA	2
3	✏ 4 Makeup ELA	✏ 5 MATH Day 1	✏ 6 MATH Day 2	✏ 7 SCIENCE	✏ 8 Makeup any content area	9
10	✏ 11	✏ 12	✏ 13	✏ 14	15	16
		Makeup - any content area				
17	18	19	20	21	22	23

Grades 5 and 8

April 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	✏ 14 ELA Day 1	✏ 15 ELA Day 2	✏ 16 Makeup - ELA	✏ 17	18
19	✏ 20 Makeup ELA	✏ 21 MATH Day 1	✏ 22 MATH Day 2	✏ 23 SOCIAL STUDIES	✏ 24 Makeup any content area	25
26	27	✏ 28	29	✏ 30	1	
		Makeup - any content area				

Grade 11

April 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	✏ 14 ELA Day 1	✏ 15 ELA Day 2	✏ 16 SCIENCE	✏ 17 Makeup ELA/Science	18
19	✏ 20 Makeup ELA/Science	✏ 21 MATH Day 1	✏ 22 MATH Day 2	✏ 23 SOCIAL STUDIES	✏ 24 Makeup any content area	25
26	27	✏ 28	29	✏ 30	1	
		Makeup - any content area				

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Overview

Using This Manual

This manual is intended to be read online. You may want to print out sections as outlined below. Some sections are required, depending on your role. All other sections are optional, though strongly encouraged. Everyone should read the Overview section. Test Administration Directions for Paper/Pencil and Online will be printed and sent to schools. Additional copies can be downloaded at: www.michigan.gov/mstep.

Role	Required Sections	Pages
District Coordinator	• Overview • District Coordinator • Building Coordinator	1–16 23–26 39–48
Building Coordinator	• Overview • Paper/Pencil Materials Return • Supports and Accommodations • Building Coordinator • Test Administrator	1–16 17–22 27–38 39–48 49–55
Test Administrator	• Overview • Supports and Accommodations • Test Administrator	1–16 27–38 49–55

Information pertaining to only a single mode of testing will have the corresponding icon. Sections with no icon pertain to both online and paper/pencil.

Icon	Mode
✏️	Paper/Pencil
💻	Online

What's New for 2015

Transition Year

In June 2014, the Michigan Legislature required the Michigan Department of Education (MDE) to develop a new test for spring 2015, creating a need to reduce a normal three-year test development process to nine months. We have been working hard to accomplish this and are excited to announce our new assessment system called the Michigan Student Test of Educational Progress, or M-STEP. For more information on this transition, see the *Spring 2015 Michigan Statewide Assessment Transition Document* at www.michigan.gov/baa.

M-STEP Assessment

The 2015 Michigan Student Test of Educational Progress includes summative assessments designed to measure student growth effectively for today's students. English language arts (ELA) and mathematics will be assessed in grades 3–8 and 11, and ELA will also **now include writing and listening at every grade**.

The change from fall to spring testing resulted in a shift of grades assessed in science and social studies. Because the assessment now measures what students should know and be able to do by the spring of their current grade, science has moved to grades 4 and 7, and social studies has moved to grades 5 and 8.

The Michigan Merit Examination is administered in 11th grade (or for eligible 12th-grade students) and consists of the ACT Plus Writing™, WorkKeys™, and M-STEP summative in English language arts, mathematics, science, and social studies.

✏️ Barcode Labels for Student Answer Documents for Paper/Pencil Tests

Printed barcode labels will be included with material shipments and must be applied to Student Answer Documents at the school. Additional sheets of blank labels will be included for building coordinators to print from the BAA Secure Site for corrections, damaged labels, or new students.

Calculators

Calculators for grades 3–5 will **not** be allowed for M-STEP. **Please note that the Test Administration Directions for Paper/Pencil do contain an error.** The directions indicate that a calculator could be used with an accommodation and this is incorrect. Use of a calculator for any student in grades 3–5 would result in marking the test as "Do Not Score."

Classroom Activities and Performance Tasks

The Classroom Activity (CA) is a short, 30-minute scripted lesson presented to students as close as possible, but no more than three days prior to the administration of the Performance Task (PT). It may occur on the same day as the PT. The Classroom Activity is delivered in class by the teacher and is not an online activity. The purpose of the Classroom Activity is to introduce students to the vocabulary and the context of the Performance Task to follow. The Classroom Activity can be recorded as it is delivered (students must be present) to enable absent students to have an experience as close as possible to their classmates' experience. The Classroom Activity cannot be pre-recorded for presentation to students.

The Classroom Activity must be administered before the Performance Task. If students are given the Performance Task before the Classroom Activity, it will result in a misadministration.

CAs and PTs are associated. Grade levels in a school will receive a single CA (or one for paper/pencil testing and/or one for online testing if the school has students testing in both modes because of accommodations). Each CA has several associated Performance Tasks. For example, the grade 5 CA sample titled "Community Garden" discusses how people might plan their gardens for planting different fruits and vegetables. All of the grade 5 students' performance task questions would be connected to the "Community Garden" CA, but students may have different PTs. CAs provide background materials and PTs are designed to assess student understanding of ELA or mathematics content aligned to Michigan content standards.

A dictionary and thesaurus may be used in the ELA Performance Task. Dictionary and thesaurus tools are embedded in the online assessment. Students taking the paper/pencil test may use the dictionary and thesaurus used in their regular instructional program.

More information on accessing, scheduling, and administering Classroom Activities and Performance Tasks can be found in the Building Coordinators (pages 39–48) and Test Administrators (pages 49–55) sections of this manual.

✎ Gridded Responses

One method that may be used to capture student responses in mathematics assessments, other than the more widely used multiple-choice format, is a response grid. Response grids, as well as constructed-response items, will be used in M-STEP mathematics paper/pencil assessments in spring 2015 for grades 3–8 and high school. Some test questions will require students to record an answer on a response grid in their Answer Documents. For a description of the response grids and a sample grid that may be duplicated for teacher-made tests, please go to the M-STEP page under Additional Information at: www.michigan.gov/mstep.

Supports and Accommodations

The *Michigan Supports and Accommodations Manual for M-STEP, MI-Access, and WIDA* and the *M-STEP, MI-Access and WIDA Supports and Accommodations Table* present appropriate supports, identification processes, classroom considerations, and guidelines for allowable supports and accommodations on all state assessments. The documents can be found at: www.michigan.gov/mstep or www.michigan.gov/baa. The guidance in the documents pertains to all students as well as English learners (ELs), Students with Disabilities (SWDs), and those students who are considered ELs but are also identified as SWDs.

✎ Additional paper/pencil test booklets are needed for students when more than one student will use the same reader script, CD, or DVD. These accommodation kits are packaged with only one student test booklet. When ordering a CD or DVD, the order screen will request the number of students expected to test with each kit.

M-STEP, MI-Access, and WIDA Supports and Accommodations Tracking Sheet

(www.michigan.gov/baa)

This is an **optional** document. The purpose of this document is to help District and Building Coordinators in ensuring that the correct designated supports and accommodations will be made available for individual students at the time of testing. It is intended only for organizational purposes and is not intended to replace or usurp team-level decisions or documentation of student needs on an IEP or section 504 plan. Please note that this document is **not** intended to be used as part of an upload process for this information into eDIRECT or the BAA Secure Site.

Read-Aloud Guidelines

Readers are allowable across all grades as a **designated support** for M-STEP mathematics and ELA assessments as appropriate, with the exception of ELA reading passages. Readers are also allowable for ELA reading passages as a **documented accommodation** in grades 6–8 and 11. Note that this accommodation is appropriate for a very small number of students. For information on documentation requirements and decision-making criteria for using readers and all other M-STEP Assessment resources, please see www.michigan.gov/baa or www.michigan.gov/mstep.

The M-STEP mathematics and English language arts (ELA) assessments have a text-to-speech designated support option for online test administrations. Students that do not have access to this support or take a paper/pencil test may utilize the Read-Aloud designated support. Designated supports are options available to all students that may need additional support to access the test content.

The Read-Aloud support is administered with a human reader who provides an oral presentation of the assessment text to an eligible student. The student depends on the reader to read the test questions accurately, pronounce words correctly, and speak in a clear voice throughout the test. The reader must be trained and qualified and must follow the *M-STEP Read-Aloud Guidelines* available at www.michigan.gov/mstep.

Listening

Listening is part of the ELA assessment for all students. Students testing online will be required to have headphones to hear the audio presented for the Listening portion of the test. Paper/pencil Test Administrators (TAs) will receive a CD and Listening Script that must be used for the Listening part of the paper/pencil assessment. A CD and Script are both provided and Building Coordinators will determine which method (CD or Script) will best suit their administration of the test. Test administration directions are explicit and must be followed exactly as written.

Scribing Protocol

The Scribing Protocol for the M-STEP, MI-Access, and WIDA Assessments for Spring 2015 can be found at www.michigan.gov/baa or www.michigan.gov/mstep. The Protocol is a document that outlines the required procedures a scribe must follow for the Michigan Student Test of Educational Progress (M-STEP), MI-Access, and WIDA assessments. A scribe is an adult who writes down exactly what a student dictates via speech, American Sign Language, or an assistive communication device. The guiding principle in scribing is to ensure that the student has access to and is able to respond to test content. Scribes are allowable as a documented accommodation for English Language Arts (ELA) and as a designated support for science, social studies, mathematics, and ELA non-writing items.

Scribes may also be necessary for testing students with "sudden or rapid onset" conditions like broken arms or wrists. Save any documentation like doctor notes and use of a scribe for "sudden or rapid onset" conditions. These should be documented with an Incident Report found in the BAA Secure Site.

Glossaries

Two types of Glossaries are available for M-STEP, both are available for paper/pencil only.

English Glossaries will be provided as a paper material for ELA and mathematics for paper/pencil tests only. Grade and context-appropriate definitions of specific construct-irrelevant terms are given in English. Additional copies of English glossaries can be downloaded at www.michigan.gov/mstep and on eDIRECT at https://mi.drcedirect.com.

L1 Glossaries (First Language Glossaries) will be available for students for paper/pencil testing.

The glossaries can be downloaded from the BAA Secure Site in the Initial Order window as needed. The languages available are:

- Arabic
- Eastern Punjabi
- Ilokano
- Korean
- Mandarin
- Russian
- Spanish
- Tagalog
- Ukrainian
- Vietnamese
- Western Punjabi

L1 glossaries are available on the BAA Secure Site (https://baa.state.mi.us/BAASecure) in the initial or additional order windows and in eDIRECT Documents at https://mi.drcedirect.com.

Word-to-Word Bilingual Dictionary

An approved list of bilingual dictionaries and glossaries for use on M-STEP can be found at www.michigan.gov/mstep. Scroll down to locate the *M-STEP and MI-Access Word-to-Word Bilingual Dictionary Guidance*.

Spanish

A "stacked" Spanish test is available for mathematics for both online and paper/pencil students who are fluent in Spanish and may need this parallel version to demonstrate what they know and are able to do. "Stacked" refers to the presentation of one part of the item in Spanish followed by the same part in English. Spanish-speaking students are presented with both Spanish and English as they work through the test. It is possible that a Spanish-speaking student may not be able to read Spanish; in that case, the stacked Spanish could be used as a Spanish Reader Script by a qualified translator who follows the *Read-Aloud Guidelines* (www.michigan.gov/mstep). The Spanish Mathematics tests for online test takers should be selected in eDIRECT as a support. For paper/pencil testing, the Spanish Mathematics test booklet should be ordered as a material from the BAA Secure Site and marked as a support on the student's Mathematics Answer Document.

🖥 Online Testing

A variety of resources are available for students to gain experience with online testing. See the *Accessing Online Tools Training* mini-module available at https://mi.drcedirect.com General Information → Documents:

- Spring 2015 Preview
- Grade-Level Sample Item Sets
- Classroom Activity and Performance Task Samples (available at www.michigan.gov/mstep)
- Calculator Practice
- Online Tools Training (OTT)

It is highly recommended students be provided with as much practice as possible using these resources to ensure a successful test administration.

BAA Secure Site (https://baa.state.mi.us/BAASecure)

The BAA Secure Site is intended for use by school administrators and M-STEP coordinators. Many testing functions take place on the BAA Secure Site including:

- Pre-Identification, Test Selection, and Test Session Creation for M-STEP
- Ordering of Paper/Pencil Test Materials
- Printing of barcode labels for Paper/Pencil Answer Documents as necessary
- Incident Reporting accessed through the BAA Secure Site (General Information Section) https://baa.state.mi.us/BAASecure
- Reviewing "Accountable Students and Test Verification" functions
- Downloading of L1 (First Language) Glossaries used in M-STEP

BAA Secure Site training resources can be found at www.michigan.gov/securesitetraining.

A District Administrator is responsible for adding, deleting, and changing access levels for users within the district. M-STEP will require an individual to act in the role of Building Coordinator at each school. Access should be limited to individuals who have a specific role or need. Access should be requested as soon as the need is determined.

Help Desk Contact Information

Call Center agents will be available to receive questions via a toll-free phone number and e-mail. The table below provides the Help Desk options.

Michigan M-STEP and MI-Access Support 1-877-560-8378 BAA@michigan.gov	

Support Line Hours:
   9/1/2014–4/10/2015 M–F 8:00 AM Eastern – 5:00 PM Eastern
   4/13/2015–6/5/2015 M–F 7:00 AM Eastern – 5:00 PM Eastern	

Topic	**Option**
Known or suspected cheating or unethical testing practices on any state assessment	1
eDIRECT, INSIGHT, or online assessment tools	2
BAA Secure Site, M-STEP, MI-Access, Accountability Reporting, or Educator Evaluations	3
College Entrance or Work Skills Testing	4
✎ Eligibility to test, BAA Secure Site, Pre-ID, or high school testing	4, 1
✎ ACT college entrance or WorkKeys™ work skills test, including ordering test materials, or information regarding accommodations	4, 2
English Language Learner assessments, WIDA, or W-APT	5
Kindergarten Entry Assessment, Teaching Strategies Gold	6
All other calls	8

OSA Communications with Schools and Districts

Keeping educators up to date regarding changes in assessment and accountability is critical. The OSA communicates using a variety of communication modes, including:

- E-mail using Educational Entity Master (EEM) at www.michigan.gov/eem. Please be sure that all roles are assigned and up to date.

- M-STEP listserv e-mail (Sign up at www.michigan.gov/baa).

- SPRING 2015 webcasts and video tutorials for District Coordinators through eDIRECT (https://mi.drcedirect.com).

- Weekly published newsletter, SPOTLIGHT. Sign up for the weekly spotlight or read archived copies at www.michigan.gov/baa.

- Documents posted to the M-STEP websites: www.michigan.gov/mde and eDIRECT (https://mi.drcedirect.com).

- Information posted to the Announcement page on the BAA Secure Site and eDIRECT (https://mi.drcedirect.com).

- Presentations at state conferences including the Michigan School Testing Conference in February.

Please make sure you are referencing these sources of information regularly in order to stay current on all assessment and accountability information.

Roles and Responsibilities

District and school professional staff members play a key role in the fair and equitable administration of successful state assessments. Districts may adjust the roles and responsibilities to their size and organizational structure. Roles may be designated to one or more individuals or split among several individuals. No function or responsibility should be ignored.

There are four roles associated with M-STEP testing. District Coordinators (DCs), Building Coordinators (BCs), and Test Administrators (TAs) are associated with both modes of testing—online and paper/pencil. Technology Coordinators (TCs) are associated with online testing only. Each role is briefly outlined here. DCs, BCs, and TAs each have their own section of this manual with more information on each of the listed tasks. Technology Coordinators have a separate manual detailing the installation and configuration of testing software.

⌨ Technology Coordinators

- Download and install testing software (INSIGHT) and Testing Site Manager (TSM) (see page 16 for more information)

- Configure all testing devices to communicate with the TSM

- Are available during testing to troubleshoot and assist Building Coordinators

- Should be known to District and Building Coordinators in the event of a technology issue during testing

District Coordinators

- Are responsible for oversight of ALL testing

- Lead the professional development activities of staff members for state testing purposes

- Initiate and submit Incident Reports if necessary

- Investigate and inform the Office of Standards and Assessment (OSA) of any testing irregularities including Prohibited Behavior, Non-standard Accommodations, and security breaches

- Serve as "backup" support for Building Coordinators

- Manage BAA Secure Site access and permissions

- Manage the distribution, collection, and storage of OSA Security Compliance Forms

- Serve as the contact person between the district and the OSA

- Read and know where to find information related to testing

- Coordinate the pre-identification, ordering, distribution, collection, return, and security of test materials

- Ensure all student information is accurate in MSDS and on Answer Documents

- Disseminate all correspondence to the district, schools, staff members, and parents where and when appropriate

- Verify accountable students and test verification after testing

Building Coordinators

Each school building that is involved in the assessment (including alternative education programs, SEEs, and S2E2s) should have a building M-STEP coordinator. This staff member may be the school principal. **The building M-STEP coordinator is responsible for the overall integrity of the assessment in the assigned building(s).** The building M-STEP coordinator responsibilities include, but are not limited to the following (please see individual sections for detailed lists and instructions):

- Serve as the building contact person between the school and the district M-STEP coordinator

- Read and become familiar with the information in the M-STEP Test Administrator Manual for the specific test cycle prior to testing

- Carry out building-level duties involved in the distribution, security, and collection of test materials

- Return materials as directed after testing is complete

- Ensure student data in MSDS is completed

- Complete Accountable Students and Test Verification activities as directed

- Manage building test security

- Manage the test administration plan and schedule and establish testing times

- Ensure any room used for testing does not contain any visual materials that would provide students with clues or answers to questions

- Schedule and coordinate testing during testing window

- Schedule and conduct training of Test Administrators (online and paper/pencil)

- Schedule and coordinate student test practice and Online Tools Trainings (OTTs)

- Ensure students are assigned to test sessions (online)

- Assign the appropriate accommodations to students in eDIRECT (online)

- If necessary, mark tests Do Not Score within eDIRECT

- Print and distribute student test tickets before each test

- Collect tickets, scratch paper, glossaries, and classroom activities for destruction after each test session

- Ensure each Answer Document has a barcode label affixed and the information on the front page of the Answer Document

Test Administrators

- Arrange the testing environment

- Distribute test tickets to students (online)

- Read test directions

- Monitor students during testing

- Collect test tickets immediately after login and deliver them to Building Coordinator

- Collect scratch paper at the end of each test session and deliver to Building Coordinator

- Ensure 1:1 testing devices (such as iPads or Chromebooks that go home with students) have been completely exited out of the testing system before the device leaves the testing room

- Stop Guided Access on iPad devices (see page 52 for more information on Guided Access)

- Maintain security of all test materials

- Ensure each Answer Document has a barcode label affixed and the information on the front page of the Answer Document is complete

Valid, Equitable, and Ethical Assessment

In September 2009, the State Board of Education approved the *Assessment Integrity Guide*. This document is available on the M-STEP website at www.michigan.gov/mstep. This guide establishes the "ground rules" for how each assessment is to be administered and includes: roles and responsibilities, test preparation, administration irregularities, and security.

It is recommended that the Assessment Integrity Guide be downloaded from the website and read in its entirety prior to the assessment cycle, as it contains specific information and directions for individuals based on assessment responsibilities.

By following the test guidelines in the Assessment Integrity Guide, you ensure that:

- Students' test results are valid.

- The testing context is equitable for all students.

- All practices are ethical.

OSA Security Compliance Forms

OSA Security Compliance Forms are available online at www.michigan.gov/mstep and on eDIRECT at https://mi.drcedirect.com and are also sent to schools and districts in their initial materials order shipment.

- All staff involved in the administration of M-STEP tests must read and sign the OSA Security Compliance Form asserting that they have read all required assessment materials related to their role in the administration of M-STEP tests and that they understand their role and responsibilities.

- The Security Compliance Forms are maintained in the district for one year. DO NOT RETURN TO THE SCORING CONTRACTOR.

Policies and Procedures

Students to Be Tested

Michigan relies on state-mandated assessments as a key component of the state accountability program as well as using test results to fulfill federal requirements for educational accountability. For reliable and valid reporting, tests must be administered fairly and ethically to all students. Test Administrators must administer state assessments to all eligible students. This includes testing students through the standard test administration, test administration with accommodations, alternate assessment, English Learners (EL) assessment, or EL assessment with accommodations.

Unique Identification Code (UIC)

Each Michigan student is assigned a unique identification code (UIC) when he or she enrolls in a Michigan public school. **Home school, private, and non-public students are required to have a UIC.** The UIC is used to identify students and report test results so ensuring accuracy is critically important and can have serious consequences if UICs are reported incorrectly.

Who Is Tested?

- **Students with IEPs and Section 504 Plans**

  Special education students (also referred to as students with disabilities (SWDs)) must have their accommodations specified by subject area in the Individualized Education Program (IEP). Section 504 students must have accommodations identified in the Section 504 Plan.

- **Students with Designated Supports**

  See the *Michigan Supports and Accommodations Manual for M-STEP, MI-Access, and WIDA* and the *M-STEP, MI-Access and WIDA Supports and Accommodations Table* at www.michigan.gov/mstep.

- **English Learners (ELs)**

  ELs must participate in state assessment programs. ELs who are in their first year in a U.S. school (defined as the first twelve months of enrollment) may not be required to participate in the M-STEP ELA assessment if the WAPT (WIDA-Access Placement Test) or WIDA-ACCESS for ELLS has been given to the student. This is a one-time flexibility.

- **Students Who Repeat a Grade Level or Are in Advanced Classes**

  Students must take the M-STEP test for the grade level in which they are enrolled. If a student takes a test that is in a grade different than the grade identified in MSDS, they will be considered "OUT OF LEVEL" and "NOT TESTED" for accountability. The only opportunity to correct this is in the time allowed for student record maintenance.

- **12th Grade Students Not Previously Included in Accountability**

- **Ungraded Students**

  If a student is identified as "ungraded" in MSDS, please use the following table to determine the grade level assessment that should be administered.

Age Grade Equivalents: (On or before December 1)

Age	Grade
9	Grade 3
10	Grade 4
11	Grade 5
12	Grade 6
13	Grade 7
14	Grade 8
17	Grade 11

- **Home-schooled Students**

  Labels must be applied on paper/pencil Answer Documents. Students must have the correct residency code in MSDS if they attend one or two non-academic classes at the public school. Student results are not included in school and district test results if the student is flagged on the Answer Document or in eDIRECT and matches MSDS. Schools may request a stamped, self-addressed envelope from the parent to return the student's test results. Students are expected to follow the school-established test schedule, and the school is not required to provide make-up testing.

- **Homebound and Hospitalized Students**

  Students who are homebound or hospitalized must take the paper/pencil test. An offsite test request must be filed and approved. The request can be found at https://baameap.wufoo.com/forms/spring-2015-offsite-test-administration-request/.

- **Suspended Students**

  Schools must test suspended students. Testing may occur in a separate location such as an administration building and may be given at a unique time within the established window.

- **Expelled Students**

  Schools are not expected to test expelled students unless the expulsion specifies "With Services"; however, MSDS enrollment information must reflect the expulsion status.

- **Students Who Move into a School**

  All students moving into a receiving school during the test window must complete M-STEP tests for the enrolled grade level. This includes students who move into the school district from out of the state or the country. Students moving from one Michigan school to another Michigan school may have completed one or more of the M-STEP tests in their previous school. Do not rely on student reports of completed tests.

  The following steps will help school administrators ensure that new students who have moved into the school do not affect the school's test results and accountability.

  – Contact the new student's former school administrator and confirm which, if any, M-STEP tests the student completed prior to the student's arrival in the receiving school. Students do not need to retake subject-area tests if all parts of the test have been confirmed as completed by the sending school. Keep documentation.

  – Verify whether or not the new student has an IEP, Section 504 Plan, or EL instruction documentation that specifies an alternate state assessment or other required supports and accommodations.

  – If a new student has not started a previously scheduled paper/pencil M-STEP test, then administer the missed test(s) using the school's assigned test form on a regularly scheduled make-up day.

  – For all paper/pencil M-STEP tests scheduled on the day of or after the new student's arrival, administer tests according to the M-STEP schedule using the school assigned test forms. This applies to any new student, including out-of-state students, previously home-schooled students, or transferring private school students.

  – If the new student has started but not completed all parts of a previously scheduled M-STEP test, a new test must be ordered (paper/pencil) at no cost to the school, or the student should be assigned to a test session (online) and the student must be administered the entire test (all parts).

  – Be sure to generate, print, and affix a barcode label to each subject-area Answer Document (paper/pencil).

  – Ensure that the student's MSDS information and entry date into the school is correct.

  – Pre-identify the student for M-STEP in the BAA Secure Site.

  For accountability purposes, it is critical that the "Accountable Students and Test Verification" processes on the BAA Secure Site are carefully reviewed for these students. Ensure MSDS reflects accurate Enrollment and Exit dates.

  If you require assistance with determining which online assessments a student has taken in a previous school, contact Customer Support at 1-877-560-8378, Option 2.

- **Students Who Move out of a School**

  Students who move out of a sending school during the test window create record-keeping challenges. The following steps will help school administrators ensure that students who move out of the school do not adversely affect the school's test results and accountability.

  Directions for the sending school:
  – Do not send any test materials with the student to the new school. The sending school remains responsible for these materials.

  – If the student has completed one or more paper/pencil M-STEP tests, then return the Answer Document(s) with the rest of the school's scorable materials.

– If the student has started but not completed all parts of one or more subject-area M-STEP online tests, be sure to unassign the student in the BAA Secure Site. This will remove the student from any test sessions in eDIRECT in subject areas that have not yet been started. The student will remain in the session of the partially completed test and any other test sessions for that subject area. Be sure to mark all parts of a partially completed content area with "Do Not Score." Directions for marking tests as "Do Not Score" are available on eDIRECT (https://mi.drcedirect.com).

– If the student has started, but not completed, one or more subject-area M-STEP paper/pencil tests, then write "DO NOT SCORE" prominently across the front page of the Answer Document(s) along with the reason, then return the Answer Document(s) in the orange Special Handling Envelope.

– Be prepared to accept a call from the student's new school administrator and to provide:

1. information on which state assessments the student has not yet taken;

2. the status of test completion; and

3. documented accommodations in the student's IEP, Section 504 Plan, or EL instruction documentation.

– Ensure that the student is exited from the school on the correct date in MSDS.

For accountability purposes, it is critical that the "Accountable Students and Test Verification" processes on the BAA Secure Site are carefully reviewed for these students. Ensure MSDS reflects accurate Enrollment and Exit dates.

● **Students in Detention or Juvenile Facilities**

A student's enrollment information in MSDS determines the entity responsible for administering M-STEP. Students in detention facilities must be given the paper/pencil test.

● **Students Leaving for Extended Vacations**

Although it is not possible to administer tests outside the window, or in advance of the statewide scheduled test date, contact baa@michigan.gov to determine if there is a possible way to test these students. Schools and districts are held accountable for participation of all students.

● **Shared Educational Entities (SEEs)/ Specialized Shared Educational Entities (S2E2s)**

All information for students enrolled in SEEs or S2E2s will be based on MSDS enrollment. All students are expected to test where enrolled.

● **Seat Time Waivers**

Students receiving seat time waivers must be tested on the same dates, using the same guidelines as all other students.

● **Students Enrolled in Private/Non-public Schools**

Private/Non-public students may only take M-STEP tests at their own school. If private/non-public students take courses at a public school, they may take assessments in those areas at the public schools, but they must have the correct Residency Code entered in MSDS or they will be included on the "Expected to Test" list.

● **Virtual Schools**

Students must be tested by the online or virtual school. Please plan to work closely with MDE to ensure testing at remote sites is managed in a secure fashion. **Please note that students may not be tested online in their homes.** An offsite test request must be filed and approved. The request can be found at https://baameap.wufoo.com/forms/spring-2015-offsite-test-administration-request/.

● **Unusual Circumstances**

Building Coordinators should contact the Call Center (1-877-560-8378) for circumstances that require clarification.

🖥 Test Parts

Some assessments are presented in multiple parts. For online assessments, students will receive a different test ticket for each part with separate passwords. Each part should be completed within a single day. See the Building Coordinator section of this TAM for more information on test parts and tickets for online assessments.

Incident Reporting

Incident reports are completed by District Coordinators for the following purposes:

- Request a new (emergency) test for a new student
- Report a student who is resuming testing (paper/pencil only)
- Report test irregularities and mis-administrations
- Marking a test "Do Not Score"
- Prohibited Behavior
- Nonstandard Accommodation

Absences and Make-up Testing

All students must complete all make-up testing during the designated test window. Being absent is not an allowable reason for students not to test.

For online students, there is no need to create a new test session for makeups. Students can remain in the same test session they were originally assigned to. As long as the test has not been started, the same test ticket can be used.

Make-up Dates

All make-up testing must be completed within the designated test window for the grade. Online students who require a make-up test do not need to be placed in an additional or different session in eDIRECT if the student has never started the assessment session. The student's original ticket can be used. Tests that were interrupted may require an emergency test.

Training Documents

The following online resources are available for you to review at https://mi.drcedirect.com General Information → Documents.

Recorded Presentations

Recorded Presentation	Description
District and Building Coordinator Recorded Presentation	This training provides: • an overview of what's new for Spring 2015 • where to find resources • software required for the implementation of online testing • Q&A
Technology Coordinator Recorded Presentation	*Optional* viewing for District and Building Coordinators. Recording of a live presentation. Provides an overview of the software and technology setup required for M-STEP and MI-Access Spring 2015 testing.
M-STEP End-to-End Online Administration Training	The Online session covers: • Materials • Test Ticket Chain Of Custody • Destruction Of Secure Materials • Administration Guidelines • Best Practices
M-STEP End-to-End Paper/Pencil Administration Training	The Paper/Pencil session covers: • Receipt and Return of Materials • Test Security • Test Components, including the Classroom Activity and Performance Task • Listening • Calculators • Incident Reports

Manuals

Manual	Description
M-STEP Test Administration Manual (TAM)	This manual (Electronic only)
M-STEP Online Administration Directions	Online test administration directions for Test Administrators (Printed booklet and electronic)
M-STEP Online Tools Training (OTT) Administration Directions	Online test administration directions for Test Administrators of Online Tools Trainings (OTTs) (Electronic only)
M-STEP Paper/Pencil Administration Directions	Paper/Pencil test administration directions for Test Administrators (Printed booklet and electronic)

Mini Tutorials (Online Administration Only)

Mini tutorials are short videos designed to instruct District and Building Coordinators and Test Administrators in online testing tasks. Each is accompanied by a printable document with the same information (so you can choose the video, the printed document, or both). These mini-modules are referenced throughout this manual.

Mini Tutorial	Description	Where to find it	Role
Accessing Documents in eDIRECT	How to access, sort, and filter documents on the eDIRECT test management website	http://mi.drcedirect.com General Information → Documents	All
Accessing Online Tools Trainings (OTTs)	How to access OTTs – the student practice tests	http://mi.drcedirect.com General Information → Documents	All
Searching for Students in eDIRECT	How to find students that have been pre-loaded into eDIRECT	http://mi.drcedirect.com General Information → Documents	DC, BC
Accommodations – Adding, Editing, and Mass-Assigning	How to add, edit, and mass-assign accommodations to students' tests in eDIRECT	http://mi.drcedirect.com General Information → Documents	DC, BC
Test Sessions – Adding a new test session and printing test tickets	How to add a new test session (in addition to pre-loaded test sessions) and print test tickets	http://mi.drcedirect.com General Information → Documents	DC, BC
Test Sessions – Editing an existing test session in eDIRECT (after 3/27)	How to add or remove a student from a test session	http://mi.drcedirect.com General Information → Documents	DC, BC
Checking Student Test Status	How to check if a student has not started a test, is in progress, or has completed a test	http://mi.drcedirect.com General Information → Documents	DC, BC
Using INSIGHT Tools	How to use the tools available to students during testing	http://mi.drcedirect.com General Information → Documents	BC, TA

Security

- All test materials that contain test questions or student responses require special handling procedures to maintain security before, during, and after testing. This includes accommodated materials and online test tickets.

- Secure materials are bar-coded and recorded on security checklists accompanying shipments and must be returned to the contractor. **Schools should expect to account for every secure item provided on the materials list.**

- Answer Documents should be considered secure, handle and protect as secure documents. All UNUSED ELA and Math Answer Documents must be returned to the scoring contractor in a non-scorable box. Science and social studies Answer Documents can be securely shredded.

- All secure materials must be retained in one secure, locked location within the school, and during the test administration window they must be distributed and collected daily.

- All scratch paper (including graph paper) must be collected and returned to the Building Coordinator immediately after testing for shredding. No used scratch paper, notes or graph paper may be kept in the classroom. Used scratch paper must not ever be taken from one testing session to another.

- **No test materials that contain test questions or student responses may be copied at any time or retained in the schools.**

- Using cameras or cell phones and posting pictures to social media sites is an enormous security risk. **Photographs may not be taken at any time** by students or personnel. Tests will be marked as "Do Not Score" for students violating this policy, and no emergency test will be permitted.

Materials Permitted or Required During Testing

- **Calculators**

  Specific directions for calculator use on the paper/pencil test are contained in the grade level specific Test Administration Directions that will be shipped to schools as a material.

Calculators may not be used for students in grades 3–5 during any part of the mathematics test either online or for paper/pencil. **PLEASE NOTE: An error exists in the 2015 Paper/Pencil Test Administration Directions. The directions indicate that a calculator would be allowed as an accommodation. THIS IS NOT CORRECT and would be a non-standard accommodation and require marking the test as "Do Not Score." Use of a calculator is not allowed for any student in grades 3–5.** Test Administration Directions will indicate the test sections where calculators are permitted for grades 6–8 and 11. Calculators will be embedded in online test items. Online calculator practice is available at Online Tools Training. See *Accessing Online Tools Training* at https://mi.drcedirect.com General Information → Document.

- **Pencils**

  #2 pencils are required for paper/pencil testing. If a pencil different than a #2 is used on an Answer Document it will be necessary to transcribe answers to a new Answer Document:

  – For your protection, have the District or Building Coordinator file an Incident Report: https://baa.state.mi.us/BAASecure under General Announcements

  – Affix a new barcode label for the student to a new Answer Document and fill out student name, date of birth and the district/school fields

  – Have the student transcribe answers to a clean Answer Document

  – Write DO NOT SCORE across the front page of the original Answer Document and place it in the orange special handling envelope

  Pencils are recommended for online test takers to use with scratch paper or graph paper.

- **Highlighters**

  Highlighters are a universal tool

  Highlighters are embedded in the online test engine (INSIGHT)

  For the paper/pencil test, highlighters should only be used in test booklets and never in the student Answer Document.

  If highlighters are used on the paper/pencil student Answer Document:

- For your protection, have the District or Building Coordinator file an Incident Report: https://baa.state.mi.us/BAASecure under General Announcements

- Affix a new barcode label for the student to a new Answer Document and fill out student name, date of birth and the district/school fields

- Have the student transcribe answers to a clean Answer Document

- Write DO NOT SCORE across the front page of the original Answer Document and place it in the orange special handling envelope

● **Additional Paper**

  (All scratch paper and graph paper must be collected immediately after testing, returned to the Building Coordinator, and shredded.)

  - Scratch paper is allowed for both the online and paper/pencil tests.

  - Graph paper will be provided to online students in grades 6–8 and high school for mathematics. Paper/pencil test takers are able to write on the graphs that are printed in their test booklets. The school may provide additional graph paper if they choose; however, there can be no formulas, reference materials, or information of any kind on the paper provided.

  - Under no circumstances can used scratch paper, graph paper, or notes be taken from one test session to another.

● **Headphones and CD/DVD Materials**

  - Headphones are required for ELA online listening items, for students needing text to speech accommodations, or for students using CDs or DVDs as an accommodation or support for Science and Social Studies.

  - Students may use their own headphones or earbuds but they should be checked to ensure they are working properly.

  - CD/DVD players may be used for students using CDs or DVDs as an accommodation or support for Science and Social Studies.

- CD players may be used for the listening part of the paper/pencil ELA test. A script of the listening part is also provided if the school prefers to read the listening part. Listening is embedded in online items.

- Additional information about the use of CDs and DVDs can be found in the Supports and Accommodations section on pages 27–38 of this document.

● **Dictionary and Thesaurus**

The use of a dictionary and thesaurus is permitted for the ELA Performance Task Part 2 only. The tools are embedded in the online assessment. Students taking the paper/pencil test may use the dictionary and thesaurus used in their regular instructional program. Dictionaries and thesauruses cannot be shared.

Testing Irregularities

(Please become familiar with the *Assessment Integrity Guide* to avoid test irregularities.)

Irregularities during testing must be reported to the Call Center as quickly as possible at 1-877-560-8378. OSA will attempt to work with the school to avoid marking tests as "Do Not Score." It is possible that an emergency test(s) will be required. If it becomes necessary to use a new (emergency) test, there will be no charge for testing irregularities when self-reported by the district. A $50 fee will be charged per scored subject-area test if not self-reported by the school or district.

Examples of Test Irregularities include:

- Administering the Performance Task without having given the Classroom Activity first

- Posters, maps, and instructional aids that are not covered or removed in the testing room(s)

- Not allowing a student to complete a test (M-STEP is untimed)

- Security breaches with test materials or Answer Documents

- Allowing students to be unsupervised during testing

🖥 *Software and Testing Devices*

eDIRECT

http://mi.drcedirect.com

eDIRECT is DRC's custom-built web application that allows State of Michigan Users to access training materials, download testing software, manage online test sessions, print test tickets, assign and manage online testing accommodations, and monitor testing progress. Each user will receive his or her own login information and password with specific permissions based on his or her role as entered in the BAA Secure Site. eDIRECT is used in connection with DRC's online test engine, INSIGHT.

INSIGHT and Testing Site Manager (TSM)

The INSIGHT Online Learning System, provided by Data Recognition Corporation (DRC), is software that provides a secure online testing environment. The INSIGHT Online Learning System consists of client software available from eDIRECT to be installed on each testing device. In addition, a testing site manager (TSM) is required for the audio components to function properly and ensures a smooth testing environment. The TSM also helps manage network traffic, connectivity, and bandwidth issues, ensuring that students are not kicked out of the system during testing should connectivity become congested or lost. Please refer to the *Technology User Guide* for additional details.

Supported Testing Devices

Students may test using the following devices:

- Windows-based desktop or laptop
- Mac-based desktop or laptop
- iPad
- Chromebook

Please refer to the *Technology User Guide* for more detailed information about supported devices and versions.

All devices that are being used for testing must have INSIGHT installed and be configured to work with a TSM.

Testing Devices Not Supported

The following devices are NOT supported for spring 2015 testing:

- Android tablets
- Touchscreen functions of Chromebook and Windows devices
- Thin Clients (for any test with audio)

Please refer to the *Technology User Guide* for more detailed information about the devices and features that are NOT supported.

✏ Paper/Pencil Materials Return Instructions

Returning Accommodation Materials and Student Answer Documents

- Audio (CD), video (DVD), enlarged print, Braille, and Reader Script versions of the tests are **secure** materials that **must be returned** at the end of the test cycle. No copies of these materials may be made, downloaded, or retained. Make sure that all secure materials are included in the return shipments.

- Most Answer Documents for students who used the accommodated versions of the tests are packaged and returned with the regular Answer Documents; however, **Braille Answer Documents, Enlarged Print, word processed, and additional pages must be returned inside each student's Answer Document in the orange Special Handling Envelope in order to be scored.**

How to Process M-STEP Test Materials After Testing			
Test Materials	**Return to M-STEP Contractor**	**Schools Keep**	**Schools Destroy**
Used Answer Documents, including ELA and math Answer Documents	Scorable		
Completed School/Grade Header Sheets	Scorable		
Completed Class/Group ID Sheets	Scorable		
Used Orange Special Handling Envelope(s)	Scorable		
Test Booklets (grades 3–8 & 11)	Non-Scorable		
Accommodated versions of the test (Braille, enlarged print, Reader Scripts, audio CD, video DVD and translated versions)	Non-Scorable		
Unused ELA and math Answer Documents are secure and should be returned	Non-Scorable		
Return Verification Form		Store at District for 1 year with Security Compliance Forms	
Signed Security Compliance Forms		Store at District for 1 year with Return Verification Form	
Test Administration Directions		Keep 1 or 2	√
Unused Science and Social Studies Answer Documents			√
Unused School/Grade Header Sheets			√
Unused Class/Group ID Sheets			√
Glossary Reference Sheets			√

Concluding the Testing Process

All secure materials must be returned to the M-STEP contractor.

Each school received materials from the contractor to use when sending Answer Documents back for scoring.

Plan ahead. If more materials are needed, check with the district M-STEP coordinator. These materials include:

- School/Grade Header Sheets (preprinted for the school).
- Class/Group ID Sheets (optional).
- Orange Special Handling Envelope(s).
- FedEx Express Airbills for shipping.
- **Blue Scorable stickers** for the outside of boxes containing scorable materials.
- **Green Non-Scorable stickers** for the outside of boxes containing non-scorable materials.

Districts and schools are encouraged to complete and return test materials as early as possible following each testing window. M-STEP Scoring Services can then begin to scan and score student responses immediately. Fees are assessed for the late return of scorable materials.

The How to Process M-STEP Test Materials After Testing Table (previous page) summarizes the M-STEP materials needed for administration and how to process them after testing.

Return Shipping Schedule

The *M-STEP Assessment Schedule* on pages 54 and 55 of this manual includes dates for the return of Answer Documents based on each testing window. Some schools like to return Answer Documents early in the test window as tests are completed, while others like to return Answer Documents in one shipment. The assessment contractor will begin scanning Answer Documents as soon as Answer Documents arrive.

Late fees and penalties apply when materials are not returned promptly. Late fees and penalties are listed at the bottom of the *M-STEP Assessment Schedule* on pages 54 and 55.

Preparing Answer Documents for Return

The Orange Special Handling Envelope

Place the following in the completed orange Special Handling Envelope(s):

- Damaged Answer Documents that are **not biohazards**.
- Used Answer Documents that the school has invalidated with "**DO NOT SCORE**" prominently written on the front page.
- All word-processed pages and additional paper with the complete student information, inserted within each student's Answer Document, for students who required this accommodation.
- Braille Answer Documents.
- Enlarged Print with transcribed Answer Document.

Set aside the completed orange Special Handling envelope(s) with the contents. These will be **placed at the top of Box 1 prior to sealing the box**.

Security Compliance Forms

All *OSA Security Compliance Forms* are sent to the District M-STEP Coordinator to keep on file for a minimum of **one year**. Do not return these forms to the M-STEP contractor.

Return Verification Form

The *Return Verification Form* is intended as an aid to assist in the proper return of materials. It should be completed, signed, and **stored at the district** for one year with the *Security Compliance Forms*.

Step 1: Organizing Answer Documents for Verification

Steps in preparing M-STEP Answer Documents for shipment to the M-STEP contractor:

- **Organize the materials into stacks for each grade level in your school (e.g., if your school only has grades 6–8, only grades 6–8 below apply for each subject area).**

- If you have more than one form number used in your school within a grade level and subject area, **you will need a separate stack and completed School/Grade Header Sheet for each grade level/subject area/form number combination**. A completed School/Grade Header Sheet will be on top of each stack with the appropriate form number (and grade level and subject area) specified.

Examples:

- 5th grade will have an Answer Document stack for math and ELA tests with completed School/Grade Header Sheets on top of each stack.

How to Organize Answer Documents After Testing for Return Shipping to the M-STEP Contractor	
Grade & Subject	**Packing Order of Forms**
Grades 3–8 and 11 All Subjects	Stack Answer Documents in separate stacks **by grade**, then **by subject**, and then **by Form #**, with a completed School Header on top of each individual.

Braille and Enlarged Print:

Students who use an Enlarged Print or Braille version as an assessment accommodation must have a test administrator transcribe the student's responses onto a regular Answer Document that is returned in the orange special handling envelope. The Braille and Enlarged Print Test Booklets can be returned in the non-scorable boxes.

Step 2: Reviewing/Verifying Answer Documents

Now you are ready to begin reviewing Answer Documents as part of the second step in preparing the Answer Documents for shipment to the M-STEP contractor.

Begin by selecting one stack of Answer Documents. Repeat each step for **each** stack of Answer Documents.

Initial Answer Document Checks/Verifications

- All Answer Documents in a stack (under a completed header sheet) are for the same grade level and same subject area.

- All Answer Documents are M-STEP materials.

- Only No. 2 pencils have been used on Answer Documents.

- No correction fluid, crayons, markers, highlighters, colored pencils, or sticky notes have been used on Answer Documents.

- All sticky notes, paper clips, rubber bands, staples, glue, and other extraneous materials from the inside and outside of all Answer Documents, School/Grade Header Sheets, and Class/Group ID Sheets have been removed.

- All **used** Answer Documents should be included in the **Scorable boxes**.

- All **unused** ELA and math Answer Documents must be **returned**. Include them with the secure **unused** test booklets.

- Verify that all unused Answer Documents for science and social studies are not partially complete, then place them in an area away from the used Answer Documents. (These verified unused Answer Documents should be shredded immediately following the shipment of M-STEP materials back to the scoring contractor).

Individual Answer Document Checks

- Student information has been completed at the top of the Answer Document (student legal name, teacher name, school name, district or PSA).

- Student Birth Date field has been filled in accurately.

- If Class/Group Numbers are being used (optional), the Class/Group ID number has been filled in on each Answer Document.

- Assessment Date has been filled in accurately.

- Test Form Number has been filled in accurately.

- Applicable School Use Only bubbles are correctly completed.

- Each Answer Document has a barcode label adhered carefully within the designated frame (missing barcode fee = $10 per label). Barcode label is not damaged.

- The student name and school name on each barcode label matches the student information at the top of the Answer Document.

Final Checks on Answer Documents

- A used Answer Document is present for each enrolled, M-STEP-eligible student in each subject area tested in a grade level.

- The count of the Answer Documents for this grade level and subject area matches the count that has been filled in on the School/ Grade Header Sheet for this grade level and subject area.

Advice from Your Colleagues:

Keep accurate records of your returned materials.

Packing Scorable and Non-Scorable Materials for Return

Either the district M-STEP coordinator or the school may return materials for scoring through FedEx Express shipping. Regardless of which coordinator is returning materials, the packing instructions are the same. **Please follow the directions below when packing scorable materials.**

Instructions for Packing Scorable Materials for Return

1. Organize Answer Documents by grade (from the highest grade level present in the school to the lowest grade level in the school); then by subject area; then by form number.

2. Pack Answer Documents in boxes using cushioning materials, if needed, to keep them secure. Schools should use the same boxes in which the materials originally arrived to ship the materials to M-STEP Scoring Services (M-STEP contractor). If these boxes are not available, use sturdy boxes to return the materials. Do not use boxes in which copy paper is packed.

3. A grade level/subject area/form number for a school should not be split across boxes (e.g., all of 3rd grade mathematics for a specific form number for a school should be in the same box).

4. After you have filled Box 1, place the completed **orange Special Handling Envelope** at the top of the contents of this box prior to sealing the box.

5. Class/Group ID sheets (optional, if selected to be used by your school) should be placed at the top of Box 1 prior to sealing.

6. Remove or black out any old shipping labels on boxes, including the original shipping barcode, and seal the boxes with plastic shipping tape. Please place three strips of tape on the top of each box and three strips of tape on the bottom of each box.

7. Affix a **blue contractor Scorable label** to the **top** of **all** boxes containing used Answer Documents.

8. In addition to the blue label, affix a FedEx Express Airbill to Box 1 of your scorable materials boxes. The FedEx Express driver will produce and affix additional multiple piece shipment labels to the remaining boxes of scorable materials.

9. On the blue labels, indicate the number of scorable materials boxes by completing the Box ＿＿ Of ＿＿ (Example: Box 1 of 2, Box 2 of 2). The total number of scorable materials boxes should be indicated. Do **not** include green-labeled non-scorable materials boxes in this count.

Only one box in a shipment needs a FedEx Express Airbill. Do not tamper with the preprinted information on the Airbill in any way as this may affect FedEx processing and delay your shipment.

Instructions for Packing Non-Scorable Materials for Return

1. Pack all used and unused test booklets, unused ELA and math Answer Documents, and any accommodated materials in the boxes using cushioning materials to keep them secure. All CDs, DVDs, Reader Scripts, enlarged print, and/or Braille material must be returned. It is preferable to use the same boxes that the materials originally came in to ship the materials to M-STEP Scoring Services.

2. Remove or black out any old shipping labels, including the original shipping barcode, and seal the boxes with plastic shipping tape. Please place three strips of tape on the top of the boxes and three strips of tape on the bottom of the boxes.

3. Affix a **green contractor Non-Scorable label** to the top of all boxes containing used and unused test booklets, unused ELA and math Answer Documents, and accommodated materials. The FedEx Express driver will produce and affix multiple piece shipment labels to the remaining boxes of non-scorable materials. Unused science and social studies Answer Documents may be destroyed by the Building Coordinator.

4. On the green labels, indicate the number of non-scorable materials boxes by completing the Box ____ of ____ (Example: Box 1 of 2, Box 2 of 2). The total number of non-scorable materials boxes should be indicated. Do not include blue labeled scorable materials boxes in this count.

Only one box in a shipment needs a FedEx Express Airbill. Do not tamper with the preprinted information on the Airbill in any way as this may affect FedEx processing and delay your shipment.

Instructions for Returning All Materials via FedEx Express

1. Place the boxes where the FedEx driver normally delivers or picks up packages.

2. To schedule a pickup call 1-800-GoFedEx (1-800-463-3339). After the voice prompt, "Welcome to FedEx. In a few words, please tell me what you're calling about," **you can press 9 or say, "Premier Customer Service Program**."

3. When prompted, enter 999 999 933 as the nine-digit FedEx account number. You should be transferred to a specialized Premier Customer Service Representative. If all Premier Customer Service Representatives are busy, your call may be forwarded to a regular Customer Service Representative. A Premier Customer Service Representative will be able to answer more M-STEP-specific shipping questions than a regular Customer Service Representative, should you have any, but either will be able to help you schedule your M-STEP pickup if you specify that you need to schedule a **FedEx Express pickup** for the M-STEP project.

4. Please have the following information available when you call:
   - your phone number (if you have called to schedule FedEx pickups or ship materials prior to this call, FedEx will have your address information in their system, otherwise this information will need to be provided);
   - the pickup date;
   - the total number of boxes you are returning (add scorable boxes and non-scorable boxes); and
   - the average box weight **(you can use 30 pounds per box)**.

5. If you do not have enough Measurement Incorporated labels and/or FedEx Express Airbills, contact your district M-STEP coordinator.

6. After returning your materials for this project, destroy any remaining FedEx Express Airbills, as these are project-specific.
   - **Important: Keep the sender's copy of the FedEx Express Airbill for each package so that you can easily track your packages. If requested, the FedEx Express driver will supply small adhesive tracking labels. These labels will match the multiple-piece shipment labels on your packages.**

Diagram for Packing Scorable Materials

Class/Group ID Sheets (optional)

School/Grade Header Sheet

Social Studies Grade 5 Form 1

Social Studies Grade 5 Form 2

School/Grade Header Sheet

ELA Grade 5 Form 1

School/Grade Header Sheet

Math Grade 5 Form 1

School/Grade Header Sheet

ELA Grade 4 Form 1

School/Grade Header Sheet

Math Grade 4 Form 1

School/Grade Header Sheet

Science Grade 4 Form 1

School/Grade Header Sheet

Science Grade 4 Form 2

School/Grade Header Sheet

ELA Grade 3 Form 1

School/Grade Header Sheet

Math Grade 3 Form 1

School/Grade Header Sheet

KEY:

School/Grade Header Sheet

Used Answer Documents/ Booklets

Each subject/grade/form stack of used answer documents/booklets must have a completed school/grade header sheet on top.

Assembling Answer Documents for Return

District Coordinators

District Coordinator Roles and Responsibilities

- Serve as "backup" support for Building Coordinators

- Oversee and ensure the timely return of all secure materials for scoring (see the table on pages 54 and 55 for important shipping dates)

🖥 *Assigning Roles for District Users*

All users requiring eDIRECT access (Technology Coordinators, District Coordinators, and Building Coordinators) must be listed under the appropriate role in the BAA Secure Site. User information will be pulled from the BAA Secure Site and loaded into eDIRECT. Please note that this is the only method for adding users to the eDIRECT system. Users will not be added manually over the phone.

Technology Coordinators will need access to eDIRECT in order to download testing software. Building Coordinators will need eDIRECT access in order to manage test sessions, assign accommodations, and print test tickets. District Coordinators will need access in order to monitor testing progress as well as serve as backup support for Building Coordinators. Test Administrators will not need eDIRECT access. All users have access to the documents section of eDIRECT as it does not require a login. Documents can be accessed at http://mi.drcedirect.com General Information → Documents.

Assigning Roles in BAA Secure Site for eDIRECT is available on the BAA Secure Site Training web page at www.michigan.gov/securesitetraining under the Quick Reference section. Look for a document titled *Assigning Roles in BAA Secure Site for eDIRECT*. Once a user is entered into the BAA Secure Site, it will take approximately two business days before they receive an email from eDIRECT with username and password information.

Training Requirements

District Coordinators should review and become familiar with all sections of this Test Administration Manual. District Coordinators may also choose to coordinate viewing of training WebEx presentations (live or recorded).

Staff Professional Development

The following training presentations will be provided:

- District and Building Coordinator Training WebEx
  - Live on 3/10/15 and 3/12/15
  - Recorded version will be available 3/16/15 at http://mi.drcedirect.com General Information → Documents

- Recorded Technology Coordinator Training WebEx available 2/26/15 at http://mi.drcedirect.com General Information → Documents

🖥 Online Tools Training (OTT)

OTTs are provided for students to give them an opportunity to practice the types of items and tools available in the online testing system.

Some OTTs are available for practice before testing software is installed (referred to as "public"). Other OTTs cannot be accessed until the **Technology Coordinator** has installed and configured testing software. See the list below for the OTTs that can be accessed.

"Public" OTTs (software not required)

- All Mathematics, Science, and Social Studies OTTs

- Calculator practice

- Masking support

Non-"Public" OTTs (require software download)

- All ELA OTTs

- Video Sign Language (VSL) accommodation OTTs

It is the responsibility of the **Building Coordinator** to schedule opportunities for students to practice using the OTTs. Providing students with ample practice opportunities will ensure students are familiar with the test content, item types, and system tools and navigation on test day. See the Building Coordinator section (page 39) for more information about accessing OTTs.

Checklist – District Coordinator

The checklist is provided as a single-page document to guide you in the tasks associated with online M-STEP testing. For your reference, the checklist is also on page 26 of this manual. Find the document at http://mi.drcedirect.com General Information → Documents.

Pre-Identification of Students (BAA Secure Site)

On January 12, 2015, the Division of Accountability Services (DAS) pre-identified students for M-STEP from the Fall 2014 MSDS General Collection (student count day) and Student Record Maintenance (SRM) files submitted in MSDS up through January 2, 2015. DAS did NOT continue to pre-identify additional students for M-STEP from MSDS after the initial January 12 pull.

To pre-identify students that were not included in the January 12 pull, schools should do the following actions directly on the BAA Secure Site:

- Review the Pre-ID Student Report from January 12, 2015, to ensure all students are pre-identified.

- Remove students from the M-STEP testing that have exited the school or are taking MI-Access.

- Assign new students to the M-STEP and MI-Access that have enrolled after count day.

Barcode labels will be printed and shipped by the contractor for students taking the M-STEP or MI-Access paper/pencil tests that were pre-identified as paper/pencil testers on the BAA Secure Site by 5:00 p.m., February 18, 2015. Schools administering the paper/pencil test will be required to print barcode labels for Answer Documents from the BAA Secure Site for students pre-identified after February 18, 2015.

⌨ Loading Students (eDIRECT)

Students CANNOT be loaded directly into eDIRECT. To add students in eDIRECT, follow the procedure established to pre-identify students in the BAA Secure Site. Once that has been completed it will take up to one business day for students to be loaded into eDIRECT.

⌨ Assigning/Editing Sessions

Building Coordinators carry the primary responsibility of assigning students to test sessions; however, **District Coordinators** may provide backup. The following information is for your reference and is repeated in the Building Coordinator section on page 40.

Schools administering the online assessment will need to group students into Online Sessions on the BAA Secure Site in addition to pre-identifying students. All students, whether they were pre-identified by the school or pre-identified by DAS, will need to be grouped into online sessions.

Students will need to be assigned to sessions in the BAA Secure Site prior to March 27, 2015, at 5:00 p.m. Instructions for assigning students to an online session can be found at http://www.michigan.gov/securesitetraining by clicking on "Spring 2015 Online Sessions" located under the Quick Reference section.

After the March 27, 2015, at 5:00 p.m. deadline, pre-identified students will be pulled in their session groups from the BAA Secure Site and automatically entered into eDIRECT. **Beginning April 3, 2015, schools will need to place new students into a session directly in eDIRECT and not on the BAA Secure Site.** Pre-identified students will continue to be pulled nightly starting March 28. Instructions for adding a student to an online session can be found in the Building Coordinator section on page 42 of this manual.

⌨ Locked Student Tests

If a student does not complete an assessment on the same day in which the test was begun, the test will be placed in a "locked" state. **Locked tests cannot be unlocked.**

If it is unlikely that a student will finish any single test in a single day, a paper/pencil test should be ordered. If no paper/pencil test was ordered and the student is unable to complete the test in a single day, two options are available:

1. No action – the test will be submitted as-is in an incomplete state.

2. The school and the parents can mutually agree that the student will take a paper/pencil version of the test. This test must be ordered through additional materials and the student must complete the entire test within the remaining test window. The incomplete online test must be marked as "Do Not Score" by the Building Coordinator (see the Building Coordinator section on page 43 for more information on marking tests as "Do Not Score").

Please refer to the *Incident Report/Student Emergency Test Scenarios* chart in the Building Coordinator section (pages 45–47) of this document for procedures when a student's test becomes locked.

District Coordinator Checklist of
REQUIRED TASKS AND ACTIVITIES

**District
Coordinators**

Test Windows		
M-STEP		**MI-Access**
Grades 5 & 8: April 13-May 1	Grades 3 & 6: May 18-June 5	All grades: April 13-May 29
Grades 4 & 7: April 27-May 15	Grade 11: April 13-June 5	

eDIRECT URL: https://mi.drcedirect.com
> Access Reference Documents on eDIRECT: Select General Information→Documents→ filter for M-STEP and
> MI-Access documents (All documents should be posted by Tuesday, March 10, 2015. Check back for updates)

District Coordinator Checklist:
> This checklist is intended to be used in conjunction with the Test Administration Manual, which is found on
> eDIRECT. **All steps below are required for successful implementation.**

☐ 1. Watch the **District/Building Coordinator Online and Paper/Pencil Webex** (Live 3/10, 3/12 – recording posted on eDIRECT documents and
     www.michigan.gov/baa)

☐ 2. Review and become familiar with the *Assessment Integrity Guide*, *Michigan Supports and Accommodations Manual for M-STEP, MI-Access,
     and WIDA*, *M-STEP Test Administration Manual*, and p/p or online *Test Administration Directions* posted online at www.michigan.gov/baa.

☐ 3. Ensure all Building Test Coordinators have been trained and that all students taking online assessments have opportunities to use training
     materials.

☐ 4. Oversee and verify test engine (INSIGHT) and TSM set up with Technology Coordinator (test that the system is properly installed by accessing
     OTTs)

☐ 5. Coordinate the student use of **Online Tools Training** (OTT)

☐ 6. Assign Secure Site access and permission to Technology Coordinators and Building Test Coordinators who will manage the **Student Roster** on
     eDirect and uppdate incorrect/missing information in the BAA Secure Site

☐ 7. Oversee the scheduling, creation, and editing of **Test Sessions** by Building Coordinators in eDIRECT

☐ 8. Oversee Print/Sort/Distribution of Student **Test Login Tickets** to Test Administrators

☐ 9. **Monitor Testing** and support Technology Coordinators, Building Coordinators and Test Administrators during Test Window

☐ 10. Report all test administration irregularities and complete Incident Reports

☐ 11. Order and oversee all new (emergency) tests

☐ 12. Assist with ordering, distribution, security and return of all Paper and Pencil test materials.

☐ 13. **Post-Test Housekeeping** – Ensure that all test tickets, scratch paper, glossaries, and classroom activities have been collected and destroyed.;
Verify student statuses show "completed" for each student (eDirect: Test Setup→Student Status); Monitor make up sessions for students as
needed.

Questions Regarding eDIRECT, INSIGHT, or the steps above?
- Consult the Test Administration Manual
- Customer Support 1.877.560.8378 (choose option 2)

Supports and Accommodations

Mode Options for Individual Students

For explicit information on supports and accommodations, refer to the *Michigan Supports and Accommodations Manual for M-STEP, MI-Access, and WIDA* and the *M-STEP, MI-Access and WIDA Supports and Accommodations Table* available on www.michigan.gov/mstep or www.michigan.gov/baa.

⌨ *School Testing Online*

Some supports for students require that they take a paper/pencil version of the assessment. These requests for a paper/pencil version of the assessment can be made through the BAA Secure Site.

✎ *School Taking Paper/Pencil Tests*

Some supports may also require that a student take the computer-based version of the test. Identifying individual students to take the online version of the assessment can also be done through the BAA Secure Site. Please remember that this would require the set up of a TSM and the installation of the INSIGHT test engine.

Supports and Accommodation Types

The Spring 2015 M-STEP online assessments offer two kinds of supports and accommodations—embedded and non-embedded. Embedded accommodations are those that are integrated into the online testing system. They are referred to as "online" accommodations in eDIRECT. These accommodations need to be turned on by the **Building Coordinator** in eDIRECT *before* the student's test ticket is generated. Non-embedded accommodations are those that are not available within the test engine, such as noise buffers or having a teacher read the items aloud to a student. These are referred to as "standard" accommodations in eDIRECT. They can be checked before or after the student tests.

A *Supports and Accommodations Companion Document* can be found on pages 37 and 38. By using the numbers associated with each support or accommodation, schools can identify which supports listed in eDIRECT or the paper/pencil Answer Document match those within the *Supports and Accommodations Table* located at http://www.mi.gov/documents/mde/MSTEP_Supports_and__Accommodations_Table_477120_7.pdf. Please also refer to the *Supports and Accommodations Manual* at http://www.mi.gov/documents/mde/Michigan_Accommodations_Manual.final_480016_7.pdf for more information related to these supports' administrative practices. Because there are variations between grades and content areas for allowable supports, schools must refer back to the supports and accommodations table for detailed information.

⌨ Turning On Supports and Accommodations

For detailed information on turning on embedded accommodations, refer to the *Accommodations – Adding, Editing, Mass-assigning Guide* and mini-module. This document can be found at http://mi.drcedirect.com General Information → Documents.

⌨ Verifying Test Tickets

You can verify a student's embedded/online supports and accommodations by reviewing student test tickets.

M-STEP Summative Assessment Spring 2015 Test Ticket	
Grade 11 ELA PT Part 2	
Test Session Name:	737645 Presley G 11
Student Name:	Badenov, Boris N
Date of Birth:	12/5/1998
State Student ID (UIC):	9999900117
District Student ID:	
Username:	BBadenov1
Password:	YV9QZD78
Form:	
Accommodation:	CC, MSK

Embedded online supports and accommodations are abbreviated on the test tickets as follows:

Embedded/ Online Accommodation	Test Ticket Abbreviation
Color Chooser	CC
Contrasting Text	CT
Masking	MSK
Stacked Translation (Spanish)	ST
Text to Speech	TTS
Video Sign Language	VSL

Non-embedded/standard supports and accommodations do not display on test tickets.

More about Supports and Accommodations

The conceptual model for understanding Michigan's assessment supports is now broken down into three levels: **Universal Tools** – Available for all students; **Designated Supports** – Available when indicated by an adult or team; and **Accommodations** – Available need is documented in an IEP or 504 plan. Essential accommodation information can be found at www.michigan.gov/baa. The available documents are:

- **NEW!** M-STEP, MI-Access, and WIDA Student Supports and Accommodations Webinar from February 11, 2015 power point slides (in pdf)

- Michigan Supports and Accommodations Manual for M-STEP, MI-Access, and WIDA

- M-STEP, MI-Access and WIDA Student Supports and Accommodations Table (Revised 1.29.15)

- Recommended Qualifications and Guidelines for Use of Translators and Language Interpreters for the M-STEP and MI-Access Assessments

- M-STEP and MI-Access Word-to-Word Bilingual Dictionary Guidance

- M-STEP, MI-Access, and WIDA Scribing Protocol

- M-STEP Math and English Language Arts (ELA) Read-Aloud Guidelines

- M-STEP Multiplication Table – This table is allowable for online or paper/pencil M-STEP Math test takers in grade 4 and above who have a documented need such as a persistent calculation disability (i.e., dyscalculia).

- M-STEP, MI-Access, and WIDA Supports and Accommodations Tracking Sheet – An optional worksheet that can be used as a tool to organize and list students with the supports and accommodations each student should be receiving. This worksheet may prevent mis-administrations that occur when students are given the wrong test, supports, or accommodations. The Tracking Sheet can be found at www.michigan.gov/mstep.

It is important to note that a universal tool for one content area may be an accommodation for another content area (for example, a calculator). Similarly, a designated support may also be an accommodation, depending on the content target (for example, scribe). This approach is consistent with the emphasis that Michigan's assessment programs have placed on the validity of assessment results coupled with access. Allowable universal tools, designated supports, and accommodations all yield valid scores that count as participation in statewide assessments when used in a manner consistent with the guidelines of the *Michigan Supports and Accommodations Manual for M-STEP, MI-Access, and WIDA* found at: www.michigan.gov/baa or www.michigan.gov/mstep.

✎ Non-Standard Accommodations

Any student who receives a non-standard accommodation will not count as being assessed. This should be marked on the paper/pencil Answer Document or if the student is testing online it should be marked by the Building Coordinator in eDIRECT under testing codes. Please contact the Call Center (1-877-560-8378) or refer to the Supports and Accommodations Tables.

Completing Answer Documents for Paper/Pencil Tests

Directions for completing Answer Documents are contained in the grade-specific Test Administration Directions. Test Administrators should plan time for students to complete the information at the beginning of each assessment.

M-STEP Math Standard Accommodations/Supports

For explicit information on supports and accommodations, refer to the *Michigan Supports and Accommodations Manual for M-STEP, MI-Access, and WIDA* and the *M-STEP, MI-Access and WIDA Supports and Accommodations Table* available on www.michigan.gov/mstep or www.michigan.gov/baa. Supports and accommodations should also be indicated on the appropriate Answer Document.

- Contracted Braille (paper/pencil)
- Stacked Translation – Spanish (online)/Spanish Booklet (paper/pencil – bubble in form 1 on the Answer Document)
- Enlarged Print (paper/pencil)
- Multiple-Day Testing (paper/pencil only)
- Alternate Response (paper/pencil only)
- American Sign Language (ASL)
- Noise Buffers
- Read-Aloud
- Scribe (online or paper/pencil)
- Speech-to-Text
- English Glossary (paper/pencil only)
- Abacus
- Calculator
- L1 Glossary (paper/pencil only)
- Other

M-STEP ELA Standard Accommodations/Supports

(Identified on paper/pencil Answer Documents)

- Directions Read in Native Language
- Contracted Braille
- Enlarged Print
- Multiple-Day Testing
- Alternate Response
- American Sign Language (ASL)
- Noise Buffers
- Read-Aloud
- Scribe
- Speech-to-Text
- English Glossary (paper/pencil only)
- Other

M-STEP ELA and Math Non-Standard Accommodations

- The M-STEP ELA test is intended to measure how well a student can read through decoding. Therefore, if the reading passages are read-aloud to a student, it becomes a listening test and not a reading test.
- A second example is the use of a calculator on any portion of the M-STEP mathematics tests where calculators are not permitted. If calculator is used on those portions of the test, it becomes a non-standard assessment accommodation because it changes what the mathematics test is measuring.

✎ *Research I and II Fields*

Use of the research fields is optional. Research codes are reported in the student data file results only. Paper and PDF reports do not include the research code information.

In the past, school districts have used the optional research fields to answer such questions as:

- Is there a relationship between the number of years students have attended school in our district and their test scores?

- Is there a difference in attainment of achievement objectives among those students who had reading program A vs. reading program B (vs. reading program C, etc.)?

The following important points should be considered before deciding to use research fields:

- Codes for research fields may be developed at the district or school level, and assigned a different number from one to ten.

- One response per research field may be recorded on each Answer Document (one response in the Report I column and one response in the Report II column).

- Research code information must be provided to building M-STEP coordinators and test administrators so students can code their Answer Documents.

- Districts may elect to use one or both of the research code options at any or all of the grades assessed.

- Research codes can be filled in on the Answer Document or entered into the **BAA Secure Site** through the end of Tested Roster.

Class/Group Codes

This optional information allows districts and schools to receive reports organized by class or group designation(s). This is an optional field. It is the decision of the school or district to use this option and to define class/group numbers that are most useful to the district or school. If these are to be used, contact your M-STEP coordinator for your 4-digit class/group number. An explanation of how to assign these numbers can be found on the M-STEP website.

It is not necessary to use these codes in order to receive student test results for each teacher. This information will be gathered from the Teacher Student Data Link collection as well as the MSDS.

Class/group code numbers can be entered on the Answer Document and also in the **BAA Secure Site** through the end of Tested Roster.

✎ Audio CD Versions of the M-STEP Tests

(Use Form 1 Test Booklet Only)

- The audio (CD) versions of the M-STEP tests are created from a **Form 1 test booklet**.

- Students using a CD version of a test must also have a printed copy of a **Form 1 test booklet** to use during testing even though the school may be taking another test form of the test.

- Each accommodated version of the test ordered will be shipped with a Form 1 test booklet. Only a student whose IEP, Section 504 Plan or EL instruction documentation specifies the student routinely uses audio accommodations may use the audio (CD) versions of the Mathematics, Science, and Social Studies M-STEP tests.

- Be sure to order additional accommodated forms (Form 1) if using a CD with multiple students.

- **Audio CDs are available for M-STEP Science and Social Studies assessments, only.**

- To order additional audio (CD) versions of the tests, the District Coordinator should order online at https://baa.state.mi.us/BAASecure.

✎ Using Audio CDs

The following instructions are to be used when administering audio CD versions of the tests:

- Audio CDs are intended to be used by **one student or by small groups**.

- Individual students may use their Audio CD in a small group setting only when the computer or CD player has headphones, and the student has personal control over the equipment.

- Students using an audio (CD) version of a test must also have a printed copy of a **Form 1 test booklet** to use during testing. Make sure to **grid Form 1 on the Answer Documents** as noted in the test directions.

- Students should be able to use the equipment independently since this accommodation should be used routinely in the classroom. Students may be assisted in playing the audio CD version, but may not be given any help with answering any test item. Students who use the audio CD versions must use standard Spring 2015

Answer Documents, but may be given one of the following additional accommodation options (documented in the IEP, Section 504 Plan, or EL instructional records):

    a. Grid their own Answer Documents;

    b. Mark answers in their test booklets and have a test administrator, proctor, or test accommodations provider transcribe the answers onto the Answer Documents;

    c. Dictate responses to a scribe or into a tape recorder and have a test administrator, proctor, or test accommodations provider grid the Answer Documents; or

    d. Braille their responses and have a test administrator, proctor, or test accommodations provider transcribe the answers onto the Answer Documents.

- For students using the audio version as an accommodation, it is important to **grid the Audio circle on the student Answer Document(s)**.

- For **EL students** using CDs, **mark the "Other" circle then fill in the blank after the circle**.

- **Make sure a barcode label is placed on the Answer Document.**

✎ Video DVD Versions of the M-STEP Tests

(Use Form 1 Test Booklet Only)

The video DVD versions of M-STEP tests provide an enhancement to the audio CD versions. Students are able to use the video display as an additional cue when determining where they should be in a test booklet while they are taking a test.

- English Learners (ELs) at the **basic or lower intermediate proficiency levels** are eligible to use video (DVD) versions of M-STEP tests.

- When specified in the IEP or Section 504 Plan, students with disabilities are also eligible to use the video version of the M-STEP tests.

- DVDs are produced to be used with a television and DVD player. This equipment will produce the highest quality results.

- Video DVD versions of the M-STEP tests are created from a **Form 1 test booklet**.

- Students using a DVD version of a test must also have a printed copy of a **Form 1 test booklet** to use during testing even though the school may be taking another form of the test.

- If more than one student will be assessed with the DVD then additional Form 1 test booklets must be ordered.

- Each accommodated version of the test ordered will be shipped with a Form 1 test booklet.

- **Video DVDs are available in Spanish, Arabic, and English.**

- Video DVDs are available for Science and Social Studies assessments only.

- English, Spanish, and Arabic video accommodations are options for use with English Learners.

✎ Using the Video DVDs

When administering video (DVD) versions of the tests:

- Tests are to be administered to students, either individually or in small groups (up to 5 students) in a setting where the video will not disturb other students.

- Students using the video version must have a printed copy of a **Form 1 test booklet** to use while they are taking the test. Make sure to **indicate Form 1 on the Answer Documents** as noted in the test directions.

- The test administrator will need to make sure the appropriate **video accommodation circle is filled in on the student Answer Document**.

- Students who use the video versions must use standard Spring 2015 Answer Documents, but may be given one of the following options (documented in the IEP, Section 504 Plan, or EL instructional records):

    a. Gridding their own Answer Documents.

    b. Marking answers in their test booklets and have a test administrator, proctor, or test accommodations provider transcribe the answers onto the Answer Documents.

    c. Dictating responses to a scribe or into a tape recorder and have a test administrator, proctor, or test accommodations provider grid the Answer Documents.

- Each test question is marked on the DVD. This assists in returning to the appropriate place, if needed, during the test administration.

- For EL students using DVDs as an accommodation, **mark the Video grid** on the Answer Document.

- For students with IEPs and Section 504 Plans **mark the Other circle on the student Answer Document and write Video DVD in the blank**.

- Make sure a barcode label is placed on the Answer Document.

✎ Reading Directions and Track/Chapter Numbers – Audio CDs and Video DVDs

Audio CDs and Video DVDs are formatted so that the track number in Part 1 of each test corresponds to the test questions for each test part. Accommodation providers should be aware of the following:

- Directions on the CDs and DVDs are attached to a test question. For example, the initial directions for Science, Part 1 will be part of Track or Chapter 1. This means that a student who returns to test question 1 will hear the directions again. This is a drawback but it is the only way that tracks/chapters can be aligned with the actual test question numbers.

- Accommodation providers must read aloud the directions **exactly as written** to the student(s) so that students may ask questions before beginning the test. Students will hear the directions a second time on the CD or DVD because the directions are attached to test question tracks.

- Tracks/chapters for Part 2 of the DVDs may begin with Track or Chapter 1 again. This may not correspond to the test question numbers. Students may need to search for the test question numbers by paging back and forth rather than using a menu function offered in the software.

✎ Use of Reader Scripts
(Use Form 1 Test Booklet Only)

The use of Reader Scripts (scripted versions of the M-STEP test) replaces reading a test aloud to students from a test booklet. Reader Scripts for the M-STEP Writing, Mathematics, Science, or Social Studies tests is a standard accommodation for students with disabilities who need that accommodation as defined in their IEP, for students with a Section 504 Plan, and for EL students who meet the eligibility requirements.

Reader Scripts may be administered in small groups of up to five students. Students will use a **Form 1 test booklet** while the test administrator reads aloud from the Reader Script. The ordering process is similar to the process used to order video DVDs.

For students using a Reader Script as an accommodation, it is important to **grid the Reader Script circle on the student Answer Document(s)**. Make sure a barcode label is placed on the Answer Document.

✎ Translations to Native Language
(Use Form 1 Test Booklet Only)

Translations to native language must use a Reader Script.

✎ Enlarged Print
(Use Form 1 Test Booklet Only)

- Use of the enlarged print version of the assessment is a standard accommodation for students with disabilities who need that accommodation as defined in their IEP or for general education students with a Section 504 Plan.

- **Form 1** is used as the basis for the enlarged print version.

- Students who use this accommodated version **must have their answers transferred onto a regular Answer Document**. If a student uses an enlarged print version as an assessment accommodation, **a test administrator, proctor, or accommodations provider must transcribe the student's response onto a regular Answer Document that is returned**

along with other scorable materials. Spelling, punctuation, indentation, etc., must be transcribed **exactly** as it was in the student's original response.

- Once student responses have been transcribed to a regular Answer Document, the **original document can be returned in a non-scorable box**.

- If students use the enlarged print version, it is important to **fill in the Enlarged Print circle on the Answer Document(s)**.

- Make sure a barcode label is placed on the transcribed Answer Document.

✎ Braille Versions of the M-STEP Test

(Use Form 88 Test Booklet Only)

Use of the Braille versions of the assessment is a standard accommodation for students with disabilities who need this accommodation as defined in their IEP or for general education students with a Section 504 Plan.

- The use of a Braillewriter is permissible. If a student uses a Braillewriter as an assessment accommodation, a test administrator, proctor, or accommodations provider **must transcribe the student's response onto a regular Answer Document** that is returned along with other scorable materials. Spelling, punctuation, indentation, etc., must be transcribed exactly as it was in the student's original response.

- Each Braille version of a subject-area M-STEP test will be a unique test form **(Form 88)**.

- Students who use a Braille version must have their answers transcribed onto a regular scannable Answer Document for the appropriate grade/subject area.

- Each grade-level/subject-area Braille accommodated kit will include the *Assessment Administrator Booklet for Braille*.

- The *Print to Braille Correspondence* is available online at www.michigan.gov/mstep.

- If students use the Braille version or a Braillewriter, it is important to **grid the Braille circle on the Answer Document(s)**.

- A Braille Answer Document is included in the Braille kit.

- The Braille Answer Document is returned in the **orange Special Handling Envelope**.

- Make sure a **barcode label** is placed on the Answer Document.

✎ Directions for Other Common Accommodations

Scribes and Tape Recorders

(Use the test booklet form assigned to the school.)

Dictating responses to a scribe or into a tape recorder is a standard accommodation for students with disabilities who need that accommodation as defined in their IEP, for students with a Section 504 Plan, or when needed due to the rapid onset of a medical disability.

- Scribes should review the *Scribing Protocol* found at www.michigan.gov/mstep.

- If a student uses a tape recorder or scribe as an assessment accommodation, a test administrator, proctor, or accommodations provider must **transcribe the student's response onto a regular Answer Document** that is returned along with other scorable materials.

- For students using a tape recorder or scribe as an accommodation, it is important to **grid the Other circle on the student Answer Document(s)** and indicate the administered accommodation.

- Make sure a **barcode label** is placed on the Answer Document.

✎ *Word Processors*

(Use the test booklet form assigned to the school.)

The use of word processors for constructed-response items is a standard accommodation for students with disabilities who need that accommodation as defined in their IEP, or for students with a Section 504 Plan, or when needed due to the rapid onset of a medical disability.

Supports and Accommodations

Because the Reading and Writing tests assess the student's use of the conventions of writing, including correct spelling and grammatical usage, students using word processors or word processing software as an accommodation must be monitored so that **spelling, dictionary, thesaurus, and grammatical software are not activated. Autocorrect may not be used.**

- Fill in the **"Other" circle on the student Answer Document(s) and indicate the student used a word processor** as the administered accommodation.

- If the spell check, dictionary, thesaurus, and grammatical software are not deactivated, the Nonstandard Accommodations circle must be gridded.

- If a student uses a word processor or another accommodation to record the multiple-choice answers, these **must be transferred onto a regular Answer Document** by the student, test administrator, proctor, or accommodations provider. (See the *Michigan Supports and Accommodations Manual for M-STEP, MI-Access, and WIDA* and the *M-STEP, MI-Access and WIDA Supports and Accommodations Table* at www.michigan.gov/mstep.) Word-processed constructed-response answers do not need to be transcribed onto an Answer Document by school staff.

- **Each word-processed page must be printed and identified with the following student information:**

  – Student barcode label from the **BAA Secure Site**

  – Subject area and item number

  – Current Test Year (for example, Spring 2015)

    OR

  – Student name, UIC, and birth date

  – School code and district code

  – Current Test Year, grade, subject area, and item number

  Word-processed page(s) must be inserted into the student's Answer Document that has all required student identification information completed. **Do not staple or otherwise attach word-processed pages to the Answer Document.**

Word-processed page(s) returned without a completed student Answer Document cannot be scored.

Make sure a **barcode label** is placed on the Answer Document.

All Answer Documents containing word-processed pages must be shipped in the **orange Special Handling Envelope**.

✎ *Additional Paper as an Accommodation*

(Use the test booklet form assigned to the school.)

The use of additional paper is permitted only for students who need that accommodation as documented in their IEP or Section 504 Plan.

Additional paper may be used as an IEP or Section 504 Plan assessment accommodation if a student needs additional space to write due to large handwriting.

When additional paper is used, the student should only be allowed to write the equivalent of what could be written in the original space provided.

Each additional piece of paper must be identified with the following information:

- Student barcode label from the **BAA Secure Site**

- Subject area and item number

- Current Test Year (for example, Spring 2015)

  OR

- Student name, UIC, and birth date

- School code and district code

- Current Test Year, grade, subject area, and item number

It is important to **grid the Other circle on the student Answer Document(s) and indicate the administered accommodation.**

The additional paper must be inserted into the student's Answer Document that has all required student identification information completed. Do not staple or otherwise attach additional paper to the Answer Document.

- Additional paper that is returned without a completed student Answer Document cannot be scored.

- All Answer Documents containing additional paper must be shipped in the **orange Special Handling Envelope**.

✎ *Extended Time/Multiple Day*

(Use the test booklet form assigned to the school.)

- All M-STEP tests are untimed and student-paced.

- Arrangements should be made before testing begins for any students who will need more than the initial test date to complete a part of the test. This includes students who are assigned to an online school. If a student will require more than one day to complete any single section of an assessment, paper/pencil materials must be ordered.

- Extended time as an accommodation must be documented in students' IEP, Section 504 Plan, or EL instructional records.

- Students whose IEP, Section 504 Plan, or EL instruction requires testing in a subject area beyond the initial test date (across multiple days) will use the form of the test assigned to their school (e.g., Form 5).

- This is a standard accommodation.

- The dates of the current year's assessment cycle are identified in the *M-STEP Assessment Schedule* table on pages 54 and 55.

- Students who qualify for testing beyond the initial test dates will have until the last day of testing identified in the *M-STEP Assessment Schedule* table.

- Students may not begin a subject-area test before the first date the subject-area test is scheduled for all students.

- If extended time is used it is important to **grid the Multiple-Day Testing circle on the student Answer Document(s)**.

✎ Returning Accommodation Materials and Student Answer Documents

- Audio (CD), video (DVD), enlarged print, Braille, and Reader Script versions of the tests are **secure** materials that **must be returned** at the end of the test cycle. No copies of these materials may be made, downloaded, or retained. Make sure that all secure materials are included in the return shipments.

- Most Answer Documents for students who used the accommodated versions of the tests are packaged and returned with the regular Answer Documents; however, **Braille Answer Documents, word processed, and additional pages must be returned inside each student's Answer Document in the orange Special Handling Envelope in order to be scored**.

✎ Other Reminders for Test Accommodation Providers

- The *M-STEP, MI-Access and WIDA Supports and Accommodations Table* can serve as a guide for providing accommodations. Find it at www.michigan.gov/mstep.

- All M-STEP test supports and accommodations must be clearly defined by subject area in the testing section of each student's IEP, Section 504 Plan, or EL instructional record. A state model IEP can be found at www.michigan.gov/ose-eis.

- New students with IEPs, Section 504 Plans, and EL services must be identified quickly so that accommodations from the previous school can be implemented.

- Plan ahead. The OSA recommends schools/ districts maintain a spreadsheet of students with each student's needed supports and accommodations by subject area.

- Ensure that each student is taking the correct test, M-STEP, MI-Access, or WIDA-ACCESS, for each subject area. Students who mistakenly take the wrong test(s) may have to take an emergency test to gain a valid score. Contact the Call Center for direction.

Supports and Accommodations

- Audio CDs, video DVDs, Reader Scripts, and Read-Aloud Guidelines must be used when test content is to be read aloud as a designated accommodation.

- An M-STEP test administered with an incorrect accommodation based upon the IEP is considered invalid. The student must take a new (emergency) test to gain a valid score.

- Reader Scripts are available for Mathematics, Science and Social Studies emergency tests.

- Students must take the entire test in the same form of the test. Do not split form numbers within tests or parts of tests. **Please be sure to administer all parts of the tests.**

- Most M-STEP accommodation kits use Form 1. Do not use Forms 2–5 because the test content will be different from the accommodation kit content.

- When students with supports and accommodations use video DVDs and Reader Scripts in small groups of up to five students, **extra Form 1 test booklets may be needed**. When ordering, specify the number of students using each accommodation kit.

- Some supports and accommodations, such as using a scribe, do not require Form 1 test booklets. Use the form assigned to the school.

- Do not begin a subject-area test before the initial test date. Students who are absent on the initial test day may begin testing on the make-up date for the missed subject area.

- Students may refuse to use a support or accommodation. Resolve this with parents/guardians immediately. Document any change approved by parents/guardians.

- Audio presentations (CDs, Reader Script, or DVDs) may not be used with Braille kits.

- A standard test Answer Document is used with the enlarged print version of M-STEP tests.

- Braille kits are ordered for each student by contacting the Call Center. A student name, UIC, school, district, and grade level is needed when the order is placed.

M-Step™ Supports and Accommodations Companion Document

Online Supports and Accommodations

By using the numbers associated with each support or accommodation, schools can identify which supports listed in eDIRECT match those within the Supports and Accommodations Table located at http://www.mi.gov/documents/mde/M-STEP_Supports_and__Accommodations_Table_477120_7.pdf. Please also refer to the Supports and Accommodations manual at http://www.mi.gov/documents/mde/Michigan_Accommodations_Manual.final_480016_7.pdf for more information related to these supports' administrative practices. Because there are variations between grades and content areas for allowable supports, schools must refer back to the supports and accommodations table for detailed information.

The following supports and accommodations must be turned on in eDIRECT **_before_** Tickets are printed:

14	Color Chooser
15	Contrasting Text
13	Masking (MSK)
8	Spanish Translation (stacked) (ST)
6	Text-to-Speech
24	Video Sign Language (test content) (VSL)

Use of the following supports and accommodations must be tracked by subject in eDIRECT

21	Abacus	NA	Printed, Translated directions *(not available for Spring 2015)*
26	Alternative Communication Device	7	Read Aloud (Human Reader)
11	Auditory Amplification	7	Read Aloud (Human Reader) – ELA Items
10	Bilingual word-to-word Dictionary	29	Read Aloud (Human Reader) – ELA Passages
23	Directions provided in ASL or SEE (Human Signer)	30	Scribe (ELA Writing Items)
3	Noise Buffers	16	Scribe (Math, Science, Social Studies and ELA Non-Writing Items)
22	Non-embedded Calculator (6-8 & 11)	1	Separate Setting
4	Oral Translation of Test Directions	24	Test Content provided in ASL or SEE (Human Signer)
5	Oral Translation of test items	12	Visual Aids
20	OSA multiplication Table		

Note: *Students requiring multiple day testing must take the paper/pencil assessment.*

MICHIGAN Department of Education

Paper/Pencil Supports and Accommodations

By using the numbers associated with each support or accommodation, schools can identify which supports listed on the Student Answer Document match those within the Supports and Accommodations Table located at http://www.mi.gov/documents/mde/M-STEP_Supports_and__Accommodations_Table_477120_7.pdf. Please also refer to the Supports and Accommodations manual at http://www.mi.gov/documents/mde/Michigan_Accommodations_Manual.final_480016_7.pdf for more information related to these supports' administrative practices. Because there are variations between grades and content areas for allowable supports, schools must refer back to the supports and accommodations table for detailed information.

Use of the following supports and accommodations must be marked on the Student Answer Document:

	Accommodation	ELA	Math		Accommodation	ELA	Math
4	Directions Read in Native Language	✓	✓	7	Read Aloud *(must see table for specifics)*	✓	✓
				29			
5	Non-Spanish Translation		✓	16	Scribe	✓	✓
				30			
18	Contracted Braille	✓	✓	26	Speech–to–Text	✓	✓
8	Spanish Booklet		✓	2	English Glossary	✓	✓
19	Enlarged Print	✓	✓	21	Abacus		✓
17	Multiple Day Testing	✓	✓	22	Calculator		✓
25	Alternate Response	✓	✓	9	L1 Glossary		✓
24	American Sign Language (ASL)	✓	✓		Other	✓	✓
3	Noise Buffers	✓	✓		Nonstandard Accommodation	✓	✓

Use of the following supports and accommodations must be marked on the Student Answer Document:

	Accommodation	Science	Social Studies
34	English Video*	✓	✓
34	Spanish Video*	✓	✓
34	Arabic Video*	✓	✓
31	Reader Script*	✓	✓
32	Reading in Native Language	✓	✓
17	Multiple-Day Testing	✓	✓
	Other	✓	✓
19	Enlarged Print*	✓	✓
18	Braille	✓	✓
33	Audio	✓	✓
*must use form 1 test booklet			

MICHIGAN Department of Education

Supports and Accommodations

Building Coordinators

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Roles and Responsibilities

Training Requirements

Requirements for Building Coordinator

Building Coordinators should review and become familiar with all sections of this Test Administration Manual. Building Coordinators are also responsible for training Test Administrators and ensuring TAs have all necessary materials.

Staff Professional Development

The following training presentations will be provided:

- District and Building Coordinator Training WebEx
  - Live on 3/10/15 and 3/12/15
  - Recorded version will be available 3/16/15 at http://mi.drcedirect.com General Information → Documents
- Recorded Technology Coordinator Training WebEx available 2/26/25 at http://mi.drcedirect.com General Information → Documents
- Test Administrator Power Point available at http://mi.drcedirect.com General Information → Documents

🖥 Online Tools Training (OTT)

OTTs are provided for students to give them an opportunity to practice the types of items and tools available in the online testing system.

Some OTTs are available to practice before testing software is installed (referred to as "public"). Other OTTs cannot be accessed until the **Technology Coordinator** has installed and configured testing software. See the list below for the OTTs that can be accessed.

"Public" OTTs (software not required)

To access: https://wbte.drcedirect.com/MI/portals/mi/. **NOTE:** Copy and paste this into a CHROME web browser.

- All Math, Science, and Social Studies OTTs
- Masking accommodation

Non-"Public" OTTs (require software download)

To access: Launch INSIGHT on any device with INSIGHT testing software installed and connected to a TSM. Click on "Online Tools Training" under the M-STEP logo to proceed.

- All ELA OTTs
- Video Sign Language (VSL) accommodation OTTs

It is the responsibility of the **Building Coordinator** to schedule opportunities for students to practice using the OTTs. Providing students with ample practice opportunities will ensure students are familiar with the test content, item types, and system tools and navigation on test day.

Checklist – Building Coordinator

The checklist is provided as a single-page document to guide you in the tasks associated with online M-STEP testing. For your reference, the checklist is also on page 48 of this manual. Find the document at http://mi.drcedirect.com General Information → Documents.

Pre-Identification of Students (BAA Secure Site)

On January 12, 2015, the Division of Accountability Services (DAS) pre-identified students for M-STEP from the Fall 2014 MSDS General Collection (student count day) and Student Record Maintenance (SRM) files submitted in MSDS up through January 2, 2015. DAS did NOT continue to pre-identify additional students for M-STEP from MSDS after the initial January 12 pull.

To pre-identify students that were not included in the January 12 pull, schools should do the following actions directly on the BAA Secure Site:

- Review the Pre-ID Student Report from January 12, 2015, to ensure all students are pre-identified.
- Remove students from M-STEP testing that have exited the school.

- Assign new students to M-STEP and MI-Access testing that have enrolled after count day.

Barcode labels will be printed and shipped by the contractor for students taking the M-STEP or MI-Access paper/pencil tests that were pre-identified as paper/pencil testers on the BAA Secure Site by 5:00 p.m., February 18, 2015. Schools administering the paper/pencil test will be required to print barcode labels for Answer Documents from the BAA Secure Site for students pre-identified after February 18, 2015.

▣ Loading Students (eDIRECT)

Students CANNOT be loaded directly into eDIRECT. To add students in eDIRECT, follow the procedure established to pre-identify students in the BAA Secure Site. Once that has been completed, students will be imported into eDIRECT.

▣ Assigning/Editing Sessions

Building Coordinators carry the primary responsibility of assigning students to test sessions; however, **District Coordinators** may provide backup. The following information is repeated in the District Coordinator section (page 24) for their reference.

Schools administering the online assessment will need to group students into Online Sessions on the BAA Secure Site in addition to pre-identifying students. All students, whether they were pre-identified by the school or pre-identified by DAS, will need to be grouped in online sessions. Note: Private school users will NOT group students into online sessions in the BAA Secure Site.

Prior to the March 27, 2015, at 5:00 p.m. deadline, students will need to be assigned to sessions in the BAA Secure Site. Instructions for assigning students to an online session can be found at http://www.michigan.gov/securesitetraining by clicking on "Spring 2015 Online Sessions" located under the Quick Reference section.

After the March 27, 2015, at 5:00 p.m. deadline, pre-identified students will be pulled in their session groups from the BAA Secure Site and entered into eDIRECT. Beginning on April 3, schools will need to place new students into a session in eDIRECT and not on the BAA Secure Site. Pre-identified students will continue to be pulled nightly starting April 3.

For detailed information on adding and editing test sessions, refer to the *Test Sessions – Adding, Editing, Printing Test Tickets* guide and mini-module. This document can be found at http://mi.drcedirect.com General Information → Documents.

▣ *Test Ticket Printing*

Each student will require a test ticket for every test session. Each test ticket has a username and unique password.

The following tests have two parts and will require two test tickets:

- ELA - Performance Task
- Science (Grades 4 & 7)
- Social Studies (Grades 5 & 8)

The following tests have one part and will require one test ticket:

- ELA
- Math
- Math – Performance Task
- Science (Grade 11)
- Social Studies (Grade 11)

Refer to the following chart to determine the number of test tickets required for each session.

Test Tickets by Grade		
Grade	Total Number of Tickets	Assessment (# of tickets)
3	5	ELA (1), ELA PT (2), Math (1), Math PT (1)
4	7	ELA (1), ELA PT (2), Math (1), Math PT (1), Science (2)
5	7	ELA (1), ELA PT (2), Math (1), Math PT (1), Social Studies (2)
6	5	ELA (1), ELA PT (2), Math (1), Math PT (1)
7	7	ELA (1), ELA PT (2), Math (1), Math PT (1), Science (2)
8	7	ELA (1), ELA PT (2), Math (1), Math PT (1), Social Studies (2)
11	4 or 7 with PT	ELA (1), Math (1), Science (1), Social Studies (1)

A roster will also print with each set of test tickets. If a roster is not desired, it is possible to print the tickets only by adjusting print settings to leave off the first 1–2 pages of the document.

Sample Test Tickets

Please note that each test ticket will have a unique password. Examples of test tickets for a two part test are shown below.

M-STEP Summative Assessment Spring 2015 Test Ticket
Grade 11 ELA PT Part 1

Test Session Name:	737645 Presley G 11
Student Name:	Badenov, Boris N
Date of Birth:	12/5/1998
State Student ID (UIC):	9999900117
District Student ID:	
Username:	BBadenov1
Password:	NHNFMWQ3
Form:	

Accommodation:

M-STEP Summative Assessment Spring 2015 Test Ticket
Grade 11 ELA PT Part 2

Test Session Name:	737645 Presley G 11
Student Name:	Badenov, Boris N
Date of Birth:	12/5/1998
State Student ID (UIC):	9999900117
District Student ID:	
Username:	BBadenov1
Password:	YV9QZD78
Form:	

Accommodation:

For detailed information on printing test tickets, refer to the *Test Sessions – Adding, Editing, Printing Test Tickets* guide and mini-module. This document can be found at http://mi.drcedirect.com General Information → Documents.

For more information on managing test tickets, refer to the Managing Student Test Tickets section on the following page.

Building Coordinators

Creating the Testing Schedules

Spring 2015 Test Session Timings (in hours and minutes)

Grades →		3	4	5	6	7	8	11
ELA	Online Test Session	1:30	1:30	1:30	1:30	1:30	1:30	2:00
	Classroom Activity	0:30	0:30	0:30	0:30	0:30	0:30	0:30*
	Performance Task	2:00	2:00	2:00	2:00	2:00	2:00	2:00*
Math	Online Test Session	1:30	1:30	1:30	2:00	2:00	2:00	2:00
	Classroom Activity	0:30	0:30	0:30	0:30	0:30	0:30	0:30*
	Performance Task	1:00	1:00	1:00	1:00	1:00	1:00	1:30*
Science	Part 1		0:50			0:50		:50
	Part 2		0:50			0:50		
Social Studies	Part 1			0:50			0:50	0:50
	Part 2			0:50			0:50	
College Entrance								3:25**
Work Skills								2:15**
Total Time Required		7:00	8:40	8:40	7:30	9:10	9:10	11:20
Total Time including Recommended Sessions								15:50

* Performance Tasks (PTs) and their accompanying Classroom Activities (CAs) are not required for high school. However, if schools choose to administer the PTs, the accompanying CAs must also be administered.

** Timed test—paper/pencil only

🖳 Managing Student Test Tickets

Refer to the Test Ticket Printing section on pages 40 and 41 for more information on test ticket parts.

For detailed information on printing test tickets, refer to the *Test Sessions – Adding, Editing, Printing Test Tickets* guide and mini-module. This document can be found at http://mi.drcedirect.com General Information → Documents.

Test tickets and rosters are considered secure materials. Once printed, they should be kept in a secure location until the session is scheduled to begin. **Test Administrators** are instructed to distribute test tickets just prior to student login, and to collect test tickets after all students have logged in and begun testing. After a testing session

is complete, the **Test Administrator** should return all test tickets to the **Building Coordinator** for destruction or secure storage (in the event a student has not completed a test. See below).

If a student must take a break from testing and the break exceeds 20 minutes, the test ticket will be required to resume testing. If a student cannot finish a single assessment on the same day in which it was started, the test will become locked. Locked tests cannot be unlocked. (See Locked Student Tests on page 43 for more information). At the end of each day of testing, all tickets must be destroyed.

If you suspect a student's test ticket and/or password have been compromised, contact Michigan M-STEP Support at 1-877-560-8378, Option 2.

Testing Status

Refer to the following chart for a description of testing statuses.

Status	Description
Not Started	Student has not started this test
In Progress	Student began this test during the current school day or is currently testing
Locked	Student began the test but did not submit or "end test" on the same day the test was started
Completed	Student completed and submitted the test or clicked "end test"

Reporting of Irregularities Before, During, and After Testing

Please see the *Incident Report/Student Emergency Test Scenarios* table on pages 45–47 of this manual.

Incident Reports

Incident reports are completed by District Coordinators for the following purposes:

- Request a new (emergency) test for a new student

- Report a student who is resuming testing (paper/pencil only)

- Report test irregularities and mis-administration

- Marking a test as "Do Not Score"

▣ *Marking a Test as Do Not Score*

An online test may need to be marked as "Do Not Score" for several reasons. Refer to the *Incident Report/Student Emergency Test Scenarios* on pages 45–47 of this document to determine when a test needs to be marked as "Do Not Score" and whether or not a new (emergency) form should be administered.

When a test must be marked as "Do Not Score," the District Coordinator must complete an incident report. The Building Coordinator may mark the test as "Do Not Score" in eDIRECT. Directions for marking a test as "Do Not Score" can be found in eDIRECT documents at: http://mi.drcedirect.com General Information → Documents.

▣ Locked Student Tests

If a student does not complete an assessment on the same day in which the test was begun, the test will be placed in a "locked" state. **Locked tests cannot be unlocked.**

If it is unlikely that a student will finish any single test in a single day, a paper/pencil test should be ordered. If no paper/pencil test was ordered and the student is unable to complete the test in a single day, two options are available:

1. No action – the test will be submitted as-is in an incomplete state.

2. The school and the parents can mutually agree that the student will take a paper/pencil version of the test. This test must be ordered through additional materials and the student must complete the entire test within the remaining test window. The incomplete online test must be marked as "Do Not Score" by the Building Coordinator (see the Building Coordinator section for more information on marking tests as "Do Not Score").

Please refer to the *Incident Report/Student Emergency Test Scenarios* chart for procedures when a student's test becomes locked.

Testing Codes

The following testing codes are available in eDIRECT:

- Prohibited Behavior

- Home Schooled

- Non-Standard Accommodations

These codes can be marked at any time, before or after the student takes an online test. These can be found under the "Testing Codes" tab under the "Edit Student" function in eDIRECT.

Building Coordinators

🖥 Assigning Supports and Accommodations

The Spring 2015 M-STEP online assessments offer two kinds of supports and accommodations—embedded and non-embedded. Embedded supports and accommodations are those that are integrated into the online testing system. They are referred to as "online" accommodations in eDIRECT. These supports and accommodations need to be turned on by the **Building Coordinator** in eDIRECT *before* the student's test ticket is generated. Non-embedded accommodations are those that are not available within the test engine, such as noise buffers or having a teacher read the items aloud to a student. These are referred to as "standard" accommodations in eDIRECT. They can be checked before or after the student tests.

For detailed information on printing test tickets, refer to the *Accommodations – Adding, Editing, Mass-assigning Guide* and mini-module. This document can be found at http://mi.drcedirect.com General Information → Documents.

Incident Report/Student Emergency Test Scenarios			
Scenario	**Response for Online**	**Response for Paper/Pencil**	**Required Action**
Student ends/submits test without answering any items	Test is considered submitted and no emergency test will be given.	Test is considered submitted and no emergency test will be given.	No *Incident Report* Required. *Incident Report* <u>may</u> be filed.
Student ends/submits test without answering all items	Test is considered submitted and no emergency test will be given.	Test is considered submitted and no emergency test will be given.	No *Incident Report* Required. *Incident Report* <u>may</u> be filed.
Student is removed from class by parent or guardian during the test administration	If they return the same day they may resume testing by using their original ticket to log back in. If they return after the end of the instructional day, the student will not be allowed to resume testing. The student test will be considered as "submitted" even though incomplete **or student may take a new test**.	If they return the same day they may resume testing. If they return after the end of the instructional day, the student would be permitted to resume testing on a subsequent day (make-up) if the student is monitored to ensure they did not go back to previous questions. The student test may also be submitted "as is" **or student may take a new test**.	*Incident Report* Required if new test is requested. The "New Test" must be requested through the Incident Report. Online Building Coordinators must mark the original test DO NOT SCORE in eDIRECT. Paper/Pencil tests must be marked DO NOT SCORE and placed in the orange envelope.
Student becomes ill and goes home before finishing test	If they return the same day they may resume testing by using their original ticket to log back in. If they return after the end of the instructional day, the student will not be allowed to resume testing. The student test will be considered as "submitted" even though incomplete **or student may take a new test**.	If they return the same day they may resume testing. If they return after the end of the instructional day, the student would be permitted to resume testing on a subsequent day (make-up) if the student is monitored to ensure they did not go back to previous questions. The student test may also be submitted "as is" **or student may take a new test**.	*Incident Report* Required if new test is requested. The "New Test" must be requested through the Incident Report. Online Building Coordinators must mark the original test DO NOT SCORE in eDIRECT. Paper/Pencil tests must be marked DO NOT SCORE and placed in the orange envelope.

Building Coordinators

Incident Report/Student Emergency Test Scenarios			
Scenario	**Response for Online**	**Response for Paper/Pencil**	**Required Action**
Student Prohibited Behavior	Student's test will be coded PB. The student should continue to take all parts of that subject area because PB status can be appealed. Photos or posting of MSTEP items or material will result in an automatic DO NOT SCORE of that content test. NO emergency tests will be given.	Student's test will be coded PB. The student should continue to take all parts of that subject area because PB status can be appealed. Photos or posting of MSTEP items or material will result in an automatic DO NOT SCORE of that content test. NO emergency tests will be given.	*Incident Report* must be filed.
Damaged Answer Document	NA	Student must transcribe answers to a new document under direct supervision. Apply barcode label to new Answer Document and place old Answer Document in orange special handling envelope with DO NOT SCORE marked on first page.	*Incident Report* must be filed.
Student did not finish test before the end of the instructional day	Test session is untimed. Test may be submitted "as is" or a new test must be given.	Test session is untimed. Test may be submitted "as is" or a new test must be given. **Note: This does not apply to students who have an accommodation for extended time over multiple days.**	*Incident Report* must be filed. New test may be requested.
Student who moves into school and has not finished testing. (Note: a student may move to or from an online school to a paper/pencil school so the delivery mode should not be assumed to be the same.)	If entire subject is complete (like all ELA or all math) and school can confirm with original school then there is no need to re-administer that subject area test. If information cannot be confirmed a new complete test must be given. Schools must be confident that all tests are complete.	If entire subject is complete (like all ELA or all math) and school can confirm with original school then there is no need to re-administer that subject area test. If information cannot be confirmed a new complete test must be given. Schools must be confident that all tests are complete.	*Incident Report* must be filed to explain action taken.
Student who leaves a school with an incomplete subject-area test	Student must re-take that subject-area test at the new/receiving school.	Student must re-take that subject-area test at the new/receiving school.	*Incident Report* must be filed to explain action taken.

Incident Report/Student Emergency Test Scenarios			
Scenario	**Response for Online**	**Response for Paper/Pencil**	**Required Action**
Student with a rapid onset or medical disability	Student may test with scribe or another appropriate support and accommodation.	Student may test with scribe or another appropriate support and accommodation.	*Incident Report* must be filed. Paper/pencil Answer Document: Appropriate accommodation should be marked on paper/pencil Answer Document. For online: Select the appropriate accommodation in eDIRECT before the test ticket is printed.
Make-ups (All make-up tests must be completed within the designated test window)	Resume testing is not permitted. Make-ups may be done only with tests that have not been started.	Resume testing is not permitted. Make-ups may be done only with tests that have not been started.	No action necessary.
Students administered the incorrect test (for example, given M-STEP and should have been given MI-ACCESS)	Appropriate test must be given.	Appropriate test must be given.	*Incident Report* must be filed. Appropriate test must be given. The original test should be marked Do NOT SCORE.
Performance Task administered without student first having Classroom Activity	Mis-administration—no new test will be given.	Mis-administration—no new test will be given.	*Incident Report* must be filed. The original test must be marked DO NOT SCORE.
There is a technical/facilities issue that cannot be resolved before the end of the day	TBD on a case by case	TBD on a case by case	In collaboration with BAA determine a course of action on a case by case.
TA or BC suspects that student did not "take the test seriously" and just ended the test	Test is considered submitted and no emergency test will be given.	Test is considered submitted and no emergency test will be given.	For district/school protection an *Incident Report* may be submitted.
Student not given appropriate support and accommodation	Test should be marked as a mis-administration and a new test with appropriate support and accommodation given. This should be a school and parent joint decision.	Test should be marked as a mis-administration and a new test with appropriate support and accommodation given. This should be a school and parent joint decision.	*Incident Report* must be filed. New test may be requested.
Test not administered on scheduled day or in appropriate window	NA	Mis-administration. No new test will be given.	*Incident Report* must be filed.

Building Coordinators

Building Coordinator Checklist of
REQUIRED TASKS AND ACTIVITIES

Test Windows		
M-STEP		**MI-Access**
Grades 5 & 8: April 13-May 1	Grades 3 & 6: May 18-June 5	All grades: April 13-May 29
Grades 4 & 7: April 27-May 15	Grade 11: April 13-June 5	

eDIRECT URL: https://mi.drcedirect.com

Access Reference Documents on eDIRECT: Select General Information→Documents→ filter for M-STEP and MI-Access documents (All documents should be posted by Tuesday, March 10, 2015. Check back for updates)

Building Coordinator Checklist:

This checklist is intended to be used in conjunction with the Test Administration Manual, which is found on eDIRECT. **All steps below are required for successful implementation.**

☐ 1. Attend the **District/Building Coordinator Online and Paper/Pencil Webex (Live 3/10, 3/12 – recording posted on eDIRECT)**

☐ 2. Review the **M-STEP Online and Paper/Pencil Test Administration Manual** or the **MI-Access Online Building Coordinator Guide (eDIRECT documents)**

☐ 3. Ensure all Test Administrators have access to and have read the appropriate portions of the **M-STEP Online and Paper/Pencil Test Administration Manual (eDIRECT documents)/ MI-Access Paper/Pencil Test Administration Manual (printed)**

☐ 4. Ensure all Test Administrators have read the **M-STEP Online Administration Directions (printed)**

☐ 5. Coordinate and verify **Test Engine (INSIGHT)** and **Testing Site Manager (TSM) Set Up** with Technology Coordinator (test that the system is properly installed by accessing OTTs)

☐ 6. Coordinate the student use of **Online Tools Training** (OTT)

☐ 7. Manage the **Student Roster** on eDIRECT. Update incorrect/missing information in the BAA Secure Site

☐ 8. Schedule the **Test Sessions** and **Create or Edit Test Sessions** in eDIRECT, if necessary

☐ 9. **Assign appropriate accommodations** to students who need them (must be done BEFORE generating login tickets)

☐ 10. Print/Sort/Distribute Student **Test Login Tickets** to Assessment Administrators (Daily)

☐ 11. **Monitor Testing** and Support Assessment Administrators during Test Window (Daily)

☐ 12. **Provide Guided Access password** to Test Administrators of students testing on iPad devices

☐ 13. **Post-Test Housekeeping** – collect/destroy all login tickets, reference documents and scrap paper; verify student statuses show "completed" for each student (eDIRECT: Test Setup→Student Status); Schedule make up sessions for students as needed. (Daily); Coordinate the return of all paper/pencil materials

Questions Regarding eDIRECT, INSIGHT, or the steps above?

▪ Consult the Test Administration Manual
▪ DAS 1.877.560.8378 (choose option 2)

Building Coordinators

Test Administrators

Test Administrator Resources

A Test Administrator (TA) is the person who is responsible for administering tests to the students. TAs of paper/pencil assessments should refer to the **M-STEP Paper/Pencil Administration Directions** (printed material and available online at www.michigan.gov/mstep) for detailed test directions. TAs of online assessments will refer to the **M-STEP Online Administration Directions** (printed and available on eDIRECT or www.michigan.gov/mstep) for detailed test directions.

Checklist – Test Administrator

The checklist is provided as a single-page document to guide you in the tasks associated with online M-STEP testing. For your reference, the checklist is also on page 53 of this manual. Find the document at http://mi.drcedirect.com General Information → Documents.

Classroom Activities

The Classroom Activity (CA) is a short, 30-minute scripted lesson presented to students as close as possible, but no more than three days prior to the administration of the Performance Task (PT). It may occur on the same day as the PT. The Classroom Activity is delivered in class by the teacher and is not an online activity. The purpose of the Classroom Activity is to introduce students to the vocabulary and the context of the Performance Task to follow. The Classroom Activity can be recorded as it is delivered (students must be present) to enable absent students to have an experience as close as possible to their classmates' experience. The Classroom Activity cannot be pre-recorded for presentation to students.

The Classroom Activity must be administered **one time, before** the Performance Task. If students are given the Performance Task before the Classroom Activity, it will result in a misadministration. Please have the District Coordinator file an incident report available on the BAA Secure Site.

Classroom Activities take about 30 minutes to administer and need to be done for ELA and math. All the resources that are needed are listed on each CA. No other resources are to be used.

Classroom Activities are included with your printed materials for both online and paper/pencil assessments. They are also available on eDIRECT (http://mi.drcedirect.com General Information → Documents).

Managing Test Sessions

⌨ *Test Tickets*

Each student will require a test ticket for every test session. Each test ticket has a username and unique password.

Test tickets should be provided to you by your Building Coordinator prior to the start of testing. Test tickets and rosters are secure materials. They should be kept in a secure location until they are needed. Students should have their test tickets to log into a test, but should not have tickets in their possession for extended periods of time.

It is good practice to count the number of test tickets at the start of a test session and again at the end of a test session to ensure that no test tickets are left behind. All test tickets should be returned to the Building Coordinator at the conclusion of a testing session for destruction.

Please note that each test ticket will have a unique password. Examples of test tickets for a two-part test are shown on the following page.

Sample Test Tickets

M-STEP Summative Assessment **Spring 2015 Test Ticket**
Grade 11 ELA PT Part 1

Test Session Name:	737645 Presley G 11
Student Name:	Badenov, Boris N
Date of Birth:	12/5/1998
State Student ID (UIC):	9999900117
District Student ID:	
Username:	BBadenov1
Password:	NHNFMWQ3
Form:	
Accommodation:	

M-STEP Summative Assessment **Spring 2015 Test Ticket**
Grade 11 ELA PT Part 2

Test Session Name:	737645 Presley G 11
Student Name:	Badenov, Boris N
Date of Birth:	12/5/1998
State Student ID (UIC):	9999900117
District Student ID:	
Username:	BBadenov1
Password:	YV9QZD78
Form:	
Accommodation:	

Breaks During Testing

Refer to the following charts to determine breaks during testing.

Online Assessment Sequence – English Language Arts (ELA)

ELA	Online Test Session	Classroom Activity	Performance Task (PT)
Number and Duration of Sessions	• 1 session with a scheduled break not to exceed 20 minutes • Or may be scheduled as 2 separate 45 minute sessions **on the same day** (grade 11 would be 2 separate 60 minute sessions)	• Administer in one session • Approximate session duration: 30 minutes • Should occur one to three days prior to Performance Task	The PT is presented in two parts. • May be administered in two sessions corresponding to Parts 1 and 2, each part duration is approximately 60 minutes (Parts 1 and 2 may be administered **on separate days**) • Or 1 session with scheduled break in between parts
Breaks within Sessions	Breaks can be provided during the test sessions using the software's pause feature.	NA	Students can take breaks within Parts 1 and 2; however, once a student moves to Part 2, he or she will not be able to review or revise items in Part 1.

Online Assessment Sequence – Mathematics

Mathematics	Online Test Session	Classroom Activity	Performance Task (PT)
Number and Duration of Sessions	• 1 session with a scheduled break not to exceed 20 minutes • Or may be scheduled as 2 separate 45-60 minute sessions (depending on grade level) **on the same day**	• Administer in one session • Approximate session duration: 30 minutes • Should occur as close to the PT as possible, and no more than three days prior to the PT • MAY occur **on the same day** as the PT	The PT is presented in one part. • Administered in one session • Session duration is approximately 60 minutes for grades 3-8 • Session duration is approximately 90 minutes for grade 11
Breaks within Sessions	Breaks can be provided during the test sessions using the software's pause feature.	NA	Students can take breaks during PT session. Following a break, the student will have access to all items on the PT.

Interrupted Testing

Should a student need to take a break during testing, online tests can be paused for up to 20 minutes. As long as the student returns to the test within the 20-minute time period, the student will not be required to log in again. Should 20 minutes expire, the student would require the test ticket to log in. If the student does not return to the test within the same school day, the test will become locked and cannot be reopened (see "Locked Student Tests" in the Building Coordinator section on page 43 of this document for more information).

In order to pause a test, the student or the Test Administrator should click on the "Pause" button.

🖥 Moving a Student to a Different Testing Device

There are two main reasons why it would be necessary to move a student from one testing computer to another during testing:

1. Technology issues with the computer software or hardware makes it difficult and/or impossible for the student to continue testing on that computer.

2. The student requires additional time to complete the test and another location would be more suitable.

If a student needs to move from one testing computer to another once testing has begun, follow these steps:

1. Click on the **Pause** button and then click the **Exit** button (**Do NOT click End Test**).

2. Retrieve the student's test ticket to bring along to the new testing computer.

3. Escort the student to the new location (computer).

4. Launch the testing software.

5. Hand the test ticket back to the student.

6. Observe the student entering his/her username and password.

7. Student will be required to view and click through the test directions.

8. Student will click **Start Test** and will be taken to the same question where they left off prior to pausing.

9. Collect the student's test ticket.

10. Continue to monitor the test session with the normal security procedures.

🖥 Test Directions

While you are reading test directions to students, it is very common for students to click ahead. Some students may reach the "begin test" button before you direct students to begin. In some cases, the student may begin the test. When the student realizes he or she has gone too far, there is a tendency to click out of the test, and it is not uncommon for the student to click the "end test" button during this process. Please note that if this occurs, the test will become locked and the test cannot be unlocked. This will result in the submission of a test with no responses.

🖥 Ensuring Testing Is Complete

When students have completed their test, they should be sure to click END TEST. Once the test has ended, the student should click through until they are given the opportunity to close INSIGHT and the TA can see the desktop or home screen of the device (please see the section on Guided Access if you are testing on iPad devices).

🖥 Verifying Logout on 1:1 Devices

1:1 devices, or devices that students carry with them, present special security risks if students have not completely logged out of the testing software. It is good practice to be sure that the desktop or home screen of the device can be seen before the device is permitted to leave the testing room. This ensures that the student is not still logged into the testing software.

🖥 Guided Access

Guided Access is a way to ensure that a student testing on an iPad device cannot access any other apps installed on the device while testing. Though your Technology Coordinator *enabled* Guided Access, it will need to be *turned on* after you have launched the INSIGHT app. **Once the app is launched and you have arrived at the sign-in screen, click the home button (the round one on the screen) *three times* (triple click).** After you have triple clicked the home button, check for confirmation that Guided Access has started. A square message box will appear momentarily. You may choose to have students complete this step.

Exiting Guided Access Mode

When the student has completed and exited the test, triple click the home button again. You will be prompted to enter the Guided Access passcode. The passcode should be provided to you by your Building Coordinator or Technology Coordinator. You will see the Guided Access screen. Click "End" in the top left corner. *Please remember that the passcode is considered a secure testing material. It is essential to test security that students do not have access to this passcode.*

Note: You do not need to turn on Guided Access to complete the OTTs. You may want to "practice" this process during the OTTs, however.

🖥 Adjusting System Sound

If you are administering a test on an iPad device, and you have not already checked, you will want to make sure the volume rocker buttons are enabled so they can be used to adjust the volume of the headphones. To enable the rocker buttons, triple click the home button again (after you have started Guided Access). You will be prompted to enter the 4-digit passcode. Please remember to shield this passcode from student view.

On the following screen, look for "Hardware Buttons" on the bottom left. Select "Options" and ensure "Volume Buttons" is enabled (green). Click "Resume" in the top right corner to return to testing in Guided Access mode.

🖥 Verifying Supports and Accommodations in the Test

Students with accommodations will have those accommodations displayed at the bottom of their test ticket.

M-STEP Summative Assessment Spring 2015 Test Ticket
Grade 11 ELA PT Part 2

Test Session Name:	737645 Presley G 11
Student Name:	Badenov, Boris N
Date of Birth:	12/5/1998
State Student ID (UIC):	9999900117
District Student ID:	
Username:	BBadenov1
Password:	YV9QZD78
Form:	
Accommodation:	CC, MSK

Embedded online supports and accommodations are abbreviated on the test tickets as follows:

Embedded/ Online Accommodation	Test Ticket Abbreviation
Color Chooser	CC
Contrasting Text	CT
Masking	MSK
Stacked Translation (Spanish)	ST
Text to Speech	TTS
Video Sign Language	VSL

Non-embedded/standard supports and accommodations do not display on test tickets.

Some accommodations will require you to turn them on once the student has launched INSIGHT. Refer to the Online Assessment Directions for more information on turning on accommodations.

MICHIGAN Department of **Education**

Test Administrator Checklist of
REQUIRED TASKS AND ACTIVITIES

DATA RECOGNITION DRC CORPORATION

Test Windows		
M-STEP		**MI-Access**
Grades 5 & 8: April 13-May 1	Grades 3 & 6: May 18-June 5	All grades: April 13-May 29
Grades 4 & 7: April 27-May 15	Grade 11: April 13-June 5	

eDIRECT URL: https://mi.drcedirect.com

> Access Reference Documents on eDIRECT: Select General Information→Documents→ filter for "All" administration documents (All documents should be posted by Tuesday, March 10, 2015. Check back for updates)

Building Coordinator Checklist:

> This checklist is intended to be used in conjunction with the **M-STEP Online Test Administration Manual**, which is found on eDIRECT, and the **M-STEP Online Administration Directions**, which is a printed material and can be found on eDIRECT. **All steps below are required for successful implementation.**

✔	Task
	Before Testing
	Ensure INSIGHT software is installed on all testing devices
	Ensure you know how to launch INSIGHT on the type of device students will be using to test
	Ensure students have practiced using the OTT/Sample Item Sets
	Review all applicable sections of the **M-STEP Online Test Administration Manual**
	Read the entire **M-STEP Online Administration Directions**
	Clearly understand the scheduled testing time, including breaks
	Before beginning Performance Task sessions, ensure all students have participated in the Classroom Activity no more than three days prior to testing
	Prepare the classroom for testing (see the M-STEP Online Administration Directions, Page 3, for more information)
	Obtain a student test ticket for each student who will be testing
	Count the test tickets you will be using for this test session
	During Testing
	Distribute test materials (headphones, if applicable, scratch paper, test tickets)
	Read Administration Directions aloud to students (use the **M-STEP Online Administration Directions**)
	If testing on an iPad, ensure students have started Guided Access (Refer to the **M-STEP Test Administration Manual** for more information)
	Collect test tickets after students have signed in. Retain tickets for students that need to log in again.
	Monitor students during testing
	After Testing
	Collect/Return to building coordinator all test tickets, and scrap paper to be securely stored or destroyed.
	For students testing on an iPad, use the passcode provided by your Building Coordinator/Technology Coordinator to stop Guided Access
	For students testing on 1:1 devices (devices that leave the testing room), be sure you can see the desktop/homescreen of the device (this ensures they are not still logged into the test)

IMPORTANT DATES FOR PAPER/PENCIL M-STEP SPRING 2015

	Grades 5, 8, and 11	Grades 4 and 7	Grades 3 and 6
Task/Activity	**Dates**		
M-STEP Pre-ID	January 12, 2015 to June 10, 2015		
M-STEP Initial Order Window	January 26, 2015 to February 18, 2015		
M-STEP Spring Coordinator Web-Cast			
M-STEP Initial Test Materials Arrive in District	About March 30, 2015	About April 14, 2015	About May 5, 2015
Assessment Window	April 14–May 1, 2015	April 28–May 15, 2015	May 19–June 5, 2015
Assessment Administration Dates			
ELA Day 1	April 14, 2015	April 28, 2015	May 19, 2015
ELA Day 2	April 15, 2015	April 29, 2015	May 20, 2015
ELA Make-up	**Grades 5/8:** April 16, 17, 20 **Grade 11:** April 17, 20 **Grades 5, 8, 11:** Make-up, any content area, April 24, 27, 28, 29, 30, and May 1	**Grades 4/7:** April 30, May 1, and 4 Make-up, any content area, May 8 and 11–15	**Grades 3/6:** May 21–22 and 26 Make-up, any content area, May 29 and June 1–5
Math Day 1, Day 2	**Grades 5, 8, 11:** April 21, 22 Make-up, any content area, April 24, 27, 28, 29, 30, and May 1	**Grades 4/7:** May 5, 6 Make-up, any content area, May 8 and 11–15	**Grades 3/6:** May 27–28 Make-up, any content area, May 29 and June 1–5
Social Studies	**Grades 5, 8, 11:** April 23 Make-up, any content area, April 24, 27, 28, 29, 30, and May 1	NA	NA
Science	**Grade 11:** April 16	**Grades 4/7:** May 7 Make-up, any content area, May 8 and 11–15	NA

IMPORTANT DATES FOR PAPER/PENCIL M-STEP SPRING 2015

Materials Return Dates			
Grades	**Final date to ship without penalty**	**Shipping dates with $250 late fee charge**	**Shipping dates with $250 late fee and $25 processing fee per Answer Document charge**
Grades 5, 8, and 11	May 6, 2015	May 7–13, 2015	May 14–22, 2015 **Materials shipped after May 22, 2015 will not be scored.**
Grades 4 and 7	May 20, 2015	May 21–29, 2015	June 1–5, 2015 **Materials shipped after June 5, 2015 will not be scored.**
Grades 3 and 6	June 10, 2015	June 11–17, 2015	June 18–26, 2015 **Materials shipped after June 26, 2015 will not be scored.**

MICHIGAN
Department of
Education

M-STEP Test
Administration
Manual (TAM)

Office of Standards and Assessment (OSA)
Phone: 1-877-560-8378
Website: www.michigan.gov/baa
Email: baa@michigan.gov